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March 1956

VOLUME 17
NUMBER 2

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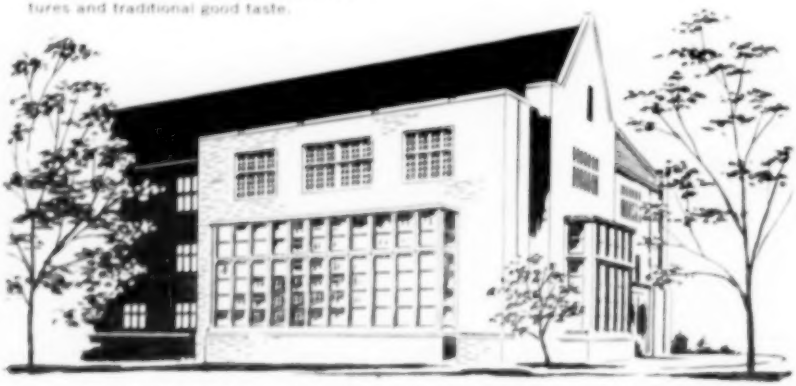

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RELIGIONS, MYTHOLOGIES, FOLKLORES: an annotated bibliography. By Katharine S. Diehl. 315p. 1956. $6.50

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HISTORY OF LIBRARIES—Reuben Peiss Memorial Edition. By A. Hessel, trans. by Reuben Peiss. xx,198p. 1955. $3.50.

The text is identical with that of the 1950 edition (See *Booklist*, *Library Quarterly*, etc.) except for the addition of a portrait of Reuben Peiss and a memorial to him written by a group of his friends. The price has been reduced to $3.50.

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Other Books in Print

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PHYSICS LITERATURE. By Robert H. Whitford. 228p. 1954. $5.00

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March, 1956

Volume 17, Number 2

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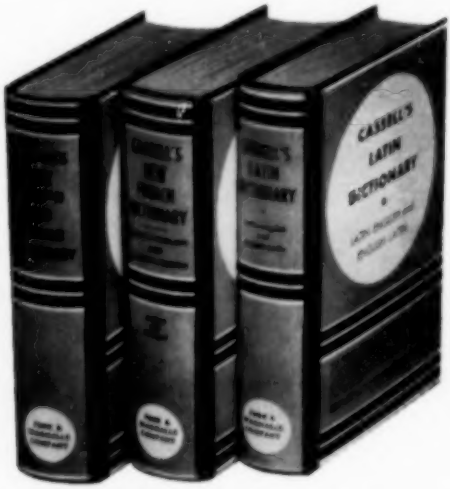

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By MARY A. BENJAMIN

The Manuscript Market and the Librarian*

Miss Benjamin is director, Walter R. Benjamin Autographs, New York City.

WHEN I WAS INVITED to address the present group of members of the American Library Association and had suggested to me the title: "The Manuscript Market and the Librarian," I was both startled and pleased. For one thing, the very fact that a dealer was asked to speak before a group of librarians shows how far the feeling of cooperation and mutual understanding between librarians and dealers has progressed. Such an invitation would have been most unusual when I first entered business 30 years ago. Few librarians were then even aware of the existence of a manuscript market or that records of the past could be secured and that dealers handled them. In fact back in 1890 things were even worse. My father, Walter R. Benjamin, commented in an issue of our monthly publication, *The Collector*, "About the deadest thing in this country is the average historical society. Not one in a dozen has the slightest sign of life about it." Today, the formation of the Division of Rare Books and Manuscripts of the ALA refutes that statement directly.

There is very definitely a manuscript market, and today its existence is known to almost every librarian. Indeed, a very sizable percentage of the present market is due to the demands of institutions. For anyone who desires to collect or handle autograph material a knowledge of this market is imperative. There will be those listening to me for whom anything I may say on the subject will be old news. I ask them to be patient with me. I address myself rather to those who have had less experience and who would like to learn some of the basic facts about the purchase and sale of autographs, either because they are contemplating the possibility of starting collections at their institutions, or perhaps because they wish to be helpful to those who approach them about collections.

A library has generally one of two aims in view when starting an autograph collection. It may plan a small one intended chiefly for exhibition purposes. Or it may have in mind a sizable one, intended primarily for scholarly research. Small collections usually present no special problems, but in the case of large collections experience has taught that it is wisest to specialize. Costs of generalizing are very great and can be assumed safely only by institutions of the magnitude and financial status of the Library of Congress and a few others, mostly university libraries. Specialist collections may be devoted to a period, to a general subject, to a particular subject, to matters of special local interest, or to material pertaining to an individual.

Aware that there is competition for material not only between libraries themselves but also between libraries and private collectors, those in charge of starting a collection will avoid wherever possible any duplication of effort—especially with other institutions. Such duplication serves only to force prices higher and makes things more difficult for all concerned. The ideal is of course for each library to specialize in that

* Paper presented at the meeting of the ACRL Rare Books Committee, Philadelphia, Pa., July 5, 1955.

which will be of greatest interest and use to the community which it serves.

The aim of the collection determined, the next step is how to acquire material. There are two ways: Either the material is brought in to the library by private individuals or dealers, or the librarian must go out and seek it. In either case there comes up at once the problem of appraisals and estimates on material offered or sought.

The average librarian, however, has neither time nor energy to become an expert on autograph values, a knowledge it has taken the dealer, who devotes his undivided attention to his work, years of hard study and often painful experience to acquire. I have been in touch with librarians for a long time, and I think I can truthfully say that I appreciate and understand many of their problems: the many duties and responsibilities, the heavy pressure of endless details of routine work involved in managing institutional affairs, the lack of time, the red tape which is so hampering to them and which restricts them from securing valuable material they long to acquire. As only the largest institutions can afford to have curators of manuscript divisions, the librarian of a smaller institution, who is already a combination of business executive, promoter and fund raiser, diplomat in the handling of visitors, adviser and consultant, must nevertheless take on this added trust. It is hardly a wonder then that at times he will make mistakes. The problems that face him in supervising this one department alone are onerous.

Let us consider for example material brought in to him. This may fall into two categories: that which is to be presented to the library as a gift, and that which is offered for sale. Material presented as a gift would seem to present no problem at all, but the contrary may be very much the case. If the owner seeks to have a tax deduction, how can the amount be determined in a manner satisfactory to the government? It is not an easy question. I shall have more to say about it later on.

More frequently than not, collections drawn to a librarian's attention are brought in with the purpose of making a sale, either to the library itself or to someone to whom the librarian can refer the owner. In those cases where the owner sets a figure on what he has, the only problem for the librarian is whether or not the price is an excessive one. Even if he is unable himself to determine this fact, it is fairly simple to call in others who can advise him. The difficulty arises when an owner wishes to sell what he has but does not know what to ask. He invites an offer.

It is my impression that experienced librarians—and experienced dealers too—try to avoid making offers. They have had their fingers burnt too often. Owners are frequently on shopping expeditions. One cannot blame them for seeking to secure the highest price possible for what they possess, but some owners make a practice of going from one dealer to the other, from one librarian to another, using any offer made them as a bargaining lever with the next contact. A librarian or dealer, who may have spent hours of valuable time studying a group of letters and deciding its worth to him, has reason enough to be upset, if after all his trouble the owner takes away his collection, saying that he will think over the matter and meaning that he is now going to try somebody else.

When material is offered there is also in the manuscript world—as in the art world—the serious problem of authenticity. Without long experience no one can be sure that he is not acquiring contemporary copies or facsimile reproductions or even forgeries. Incidentally, the librarian who is familiar with manuscripts shies away from making any statements along these lines. He knows that to prove legally for example that

an item is a forgery is sometimes almost impossible, and any statement by him that affects the market value of an item may expose his institution to a lawsuit.

Librarians, then, if anxious to secure a collection for their institution are really safest in referring the owner to a reliable dealer who will, for a small fee, appraise the collection in question. A dealer's appraisal automatically carries with it a guarantee of all items appraised. Generally speaking, if a person wants to sell something, he should be the one to pay the fee for the knowledge that protects him. However, in the case of gifts, when an appraisal is desired, libraries often take over the charges themselves.

Material is often, of course, offered to librarians by dealers. In fact, dealers may be one of the chief sources for institutions. That there are honest and less honest dealers no one denies. As most librarians probably know already, one guide is membership in the Antiquarian Booksellers Association of America. The ethical requirements of this organization are high, and are strictly enforced by its Board of Governors.

Most dealers issue from one to ten catalogs a year. Their lists are well worth studying for items pertinent to an individual library's collection. Prices may vary from one catalog to the other, but in the manuscript field this is to be expected, as all autograph items are unique and must be appraised on their own merits, based on contents, condition, date, and other factors of supply and demand.

The sometimes generous supply of material that is offered or brought in will at times give the librarian a false impression of values. This must be carefully guarded against, and he should never lose sight of the fact that demand affects values as greatly as does supply. The librarian may be familiar with what is offered him, but he cannot possibly have a full knowledge of the *public* demand for what he is buying. He may know what *he* can afford to pay for it, what is is worth to *him*, but that is not a knowledge of the value to others, which may be greater or less.

Let me give an example. Some years ago I quoted to Mr. X, librarian of a very large and prominent institution, an excellent letter of a distinguished figure in history in whom this library specialized. I placed what I considered a fair price on the item and offered it to him. The librarian was appalled by my price. He did not stop to consider that no letters of this individual had appeared on the open market in years, but protestingly commented, in criticism of my valuation, that his institution owned any number of letters of this man. Very quietly I drew his attention to the fact that the supply of letters in his institution had nothing whatsoever to do with the price of any item on the open market, except insofar as it reduced the quantity available to others. He could not see it in this light and refused the item. Whereupon I promptly turned around and sold it to another institution which was delighted to secure the letter and thought my price a reasonable one.

I mention this example to point out that only the dealer, who buys and sells, and issues catalogs, and knows how quickly certain items move and what others remain on his shelves for long periods, and who is in touch with dealers and auctions all over the world, can have the experience necessary to judge and appraise items correctly.

In connection with material brought in, there is one additional problem that the librarian must at times consider. An owner may have a large mass of material of which only a few items would fit into the institution's collection. The owner may be astute enough to realize that if he disposes of the more interesting pieces separately, he lessens his chances of selling the balance. Under such cir-

cumstances, I would suggest that the librarian call in a dealer. Very often an agreement can be reached whereby the librarian gets what he wants, the dealer gets the rest, and the owner makes a sale of all he has. Everyone is content.

It is a safe guess that most collections brought in to a librarian will be of little interest to him. He should, however, be in a position to refer the owner elsewhere. That is part of his responsibility to the public. Being prejudiced, as is understandable, I have mentioned the dealer as the normal person to be consulted. A dealer will buy anything whether it is of a general nature or a highly specialized collection. Incidentally, I may say that he will gladly buy any duplicate material that a library may not want. This is not the place to discuss the services or work of the dealer, but I will mention briefly that any reputable dealer in manuscripts considers himself a professional, as much as the librarian, the lawyer or the physician. His delight is to place single items or collections most appropriately where they will be best housed and used to greatest advantage. He will not break up the continuity of a group of papers and sell the items piecemeal until he has made every possible effort to sell the collection as a whole. This feeling of responsibility on the part of dealers with regard to the historical value of manuscript material may come as a surprise to some librarians. But it is so.

A collection that has unity of interest or is highly specialized may also be referred to other institutions. But quite possibly the librarian may not know of these. For the dealer, on the other hand, a wide knowledge of both private collector and institutional specialists is imperative. Without such information he could hardly make a living.

So much for material that is brought in or offered to the librarian. Not all desirable items are as simply acquired as this. Autographs can be very scarce and at times must be sought outside of the library precincts. The librarian must, metaphorically speaking, go out and hunt for them. The simplest method is to study carefully all dealers' catalogs sent him. Since not all dealers are familiar with all interests of all librarians, items that are pertinent to the institution's collection will often be found included in these lists. Still better, wherever it is possible, it is advisable to make personal contact with individual dealers and talk over the library's interests and aims, and discuss the type of material sought. Ninety per cent or more of a dealer's acquisitions are likely never to appear in his catalogs. Printing is costly today, and dealers generally quote out new material bought, hoping to avoid the expense of cataloging. If the librarian is to get on the ground floor of such acquisitions, he must make his interests known and have himself placed on want cards kept by the dealer. In this way, anything that comes along that falls into his line of collecting will be offered him prior to its being cataloged.

Auctions are another good source of manuscript material. Estates and family collections are frequently placed on the market and sometimes sold at inviting prices. Of course no guarantee of authenticity is given on material so sold, and for this reason it is usually advisable again to avail oneself of the services of a dealer, who will, for a 10% fee, represent the librarian at the sale. For this fee the dealer checks over the material, reports on condition, guarantees its authenticity, sees that the contents of a lot corresponds with the description given, and warns the librarian of any discrepancy. If requested, he will advise as to value and will pass on information about estimated valuations given out by the auction house itself. He personally attends the sale, or has his representative do so, and secures the lot at the lowest possible figure. The librarian customarily names the highest price he

is willing to go and trusts the dealer to do the best he can. For the librarian who is out of town, such help is indispensable. Often even the city librarian, who manages to go up and examine auction offerings himself, cannot find time to attend the sale. And so he calls on the dealer to represent him. Again, librarians do not always wish it known that they are bidding for fear they may be run up in price. A dealer considers the identity and the bid of a client, be it librarian, private collector, or colleague, strictly confidential.

What I have said about the services rendered by the dealers to the librarians indicates the importance of close and sympathetic collaboration between librarians and dealers. Another reason for such collaboration is the relationship with private collectors who often, once their collections assume sizable proportions, begin to think in terms of gifts to institutions. It is up to the librarians to coddle such collectors and encourage them. It is not only a question of bequests. Many collectors, if treated in friendly and cordial fashion, make generous gifts of money or material during their lifetimes. Today nearly every major college or university has its Friends of the Library, and the librarian depends on these groups to increase the acquisitions of the institution he supervises. A collector frequently leans heavily on a certain trusted dealer, whose prejudices are bound to be reflected in the collector's own attitude toward particular institutions. The good will of the dealer can be just as important to the librarian as the good will of the librarian is to the dealer.

I might add here in connection with good will, that dealers avoid like the pest those institutions which:

1. Do not pay their bills promptly.
2. Require bills in triplicate and quadruplicate and which must be notarized.
3. Hold material sent on approval for long periods of time and then return it.
4. Ask that material be sent them on approval and then return it without comment. No dealer can cooperate in building a collection if he is not told why material offered is not suitable.

There is, of course, another important method of acquiring material by librarians which I have left to the last, for certain points of ethics are involved in it. I refer to the direct approach—the communicating directly with descendants of a distinguished individual, in the hope that his papers will have been preserved and that they may be obtained by the library for research purposes.

Due to limited funds, the librarian will understandably first attempt to persuade the owners to present their holdings to his institution. If unsuccessful, he may then try to secure permission to have the material copied or photostated or microfilmed for the library's files. As a last resort he may seek to purchase the collection. Many valuable collections have been secured for institutions by librarians taking one of the three steps mentioned above.

The second approach, the request for copies, brings me to the discussion of a subject which is a delicate one, but which I do not feel I can omit. I refer to the question of ethics. It may startle librarians present to be told that there are some among their profession whose honesty is questionable. It startled me when I myself first realized it. I had overlooked the fact that, human beings being what they are, there is bound to be a certain percentage of dishonesty in the scholarly world, just as there is outside it. I will add, however, that the unethical behavior I have occasionally met among librarians is not always intentional. It has often been due to ignorance. Yet actions committed in ignorance, when repeated too often, can be suspect.

There are two points in connection

with manuscripts in which a librarian can lay himself wide open to severe criticism unless he walks most circumspectly. The first has to do with the appeal for copies of material.

I mentioned that a librarian on occasion approaches an owner for copies of a family correspondence. In so doing the librarian is naturally thinking in terms of the historical significance of the papers and of the need to preserve a record of the correspondence. So anxious is he to secure these records for his institution and to preserve them for future generations of historians that he has been known to become blinded to the present very real obligation of treating the owners with common justice. The librarian, who quite naturally is not as conscious of market values as is the dealer, tends to forget that the contents of a certain correspondence may have not only historical value but also quite possibly monetary value. In securing access to these contents through copies, the library is being given something which is in much the same category as publication rights. The owner is often unaware of this fact, and usually trusts the librarian implicitly. It does not occur to him to question the ethics of anyone in the librarian's position. It is only later, supposing he has given such copies, that he learns of his error. Not only may he find that he has not been paid a compensating sum, but also that he can now quite possibly realize very little for the manuscripts themselves. His market has shrunk. Other librarians are not interested. If the material is such that interest among private collectors is comparatively small, the dealer, foreseeing that he may have to hold the items in his files over a long period of time, will naturally not offer much.

There are a few librarians who disclaim what I have said above. In proof that they are mistaken, I can relate a recent distressing experience in which I found myself the unhappy middle-woman. An owner consulted me about a very fine family correspondence which she sought to sell. She had offered it to Library A, whose librarian persuaded her to give a set of microfilms to the library. He then, at her request made an offer for the papers themselves, at the same time telling her, obviously with honorable intentions, however mistakenly, that she *should* get twice as much elsewhere. The owner, perhaps having heard rumors, questioned the librarian as to what effects giving copies of her letters to him would have when she offered the material to others. She was assured that only a small and poorly informed percentage of dealers believed the value would be effected. Subsequently the owner came to me and in the course of our conversation mentioned that she had given the copies. Though I agreed to handle her papers for her, I voiced doubts as to my being able to sell the collection unless the microfilms were recalled. In due time I drew the collection to the attention of Library B—one of several institutions interested in the period covered—whose director I informed of the fact that copies had been made. He promptly wrote me that if Library A would return the microfilms, Library B would gladly pay the price asked for the collection, but if the microfilms could not be secured, they would not be willing to pay even a small fraction of the sum.

There I was in the middle, between two heads of outstanding institutions, each taking an opposite stand. The director of Library B flatly disagreed with the librarian of Library A. He asserted unequivocally that 99% of all librarians would automatically agree with him that unpublished and uncopied manuscripts were worth far more to their institutions than published or copied ones. I mailed a carbon of this letter to the owner. She showed it to the librarian of Library A, who, of course, under the circumstances, was forced to return the microfilms, and

the sale went through. The final result was that the owner obtained, net, over *three* times the original offer. The experience, however, left a bad taste in her mouth, and her confidence in librarians was shaken. This example illustrates the case of a librarian who not only did not advise an owner correctly as to the value of her collection but also misled her in the matter of giving copies of what she had.

In my opinion, then, no librarian has the right to ask for copies of letters belonging to a private owner without making him fully aware of the monetary equivalent he is handing out. This gift is an asset, which, translated into dollars, may at the very least be taken as a tax deduction.

In those cases where it has been my painful duty to enlighten the owners of their heretofore unsuspected generosity, the reaction on their part has invariably been an indignant "Why was I not told by the librarian?" Such feelings on the part of owners, often repeated, will do little to enhance the prestige of or instil confidence in our library institutions. In fact, legal action against a librarian who has innocently or otherwise taken advantage of an owner is not inconceivable.

I believe that many librarians as well as research scholars in the past have not realized the seriousness of their offense. True, owners are, for the most part, proud and happy to give copies. Their family pride, their delight in helping scholars may well be worth more to them than any monetary recompense. Nevertheless, I question whether these same people would refuse the offer of a perfectly justifiable tax deduction. In any case, to accept a gift without letting the donor know the value of what he is giving is, in my opinion, strictly unethical. The taking of copies of any material, even in part, without permission is, of course, an outright theft and is countenanced by no reputable institution.

The other subject which may prove a thorny stumbling block for the librarian is that of appraisals. I have already spoken of some of the difficulties and dangers of a librarian's appraising material offered, but there is a special danger in appraising gifts. In connection with these, there is an understandable strong temptation on the part of librarians either to accept unquestioningly the donor's appraisal, which may be excessive, or, with a mistaken sense of gratitude themselves assign excessive tax-deductible valuations on material given them. Not only are the ethics of so doing questionable but, as Mr. Baughman of Columbia University Libraries pointed out, there is always the danger that if the librarian volunteers such information, or accepts valuations blindly, the government may well question his actions, claiming that as the recipient of the gift he is an interested party and may not play the dual role of recipient and appraiser.

In drawing to the attention of the librarians here present the ethical questions which must inevitably come up where copies of manuscripts and appraisals are concerned, I would like to make a recommendation. Librarians and dealers have many points on which they could be of assistance to each other and many problems in common on which it would be helpful to compare notes. Also there are differences which could bear open and frank discussion. Would it not be possible to establish some sort of joint committee, consisting of several librarians and several dealers, who could meet at intervals once or twice a year and thrash out these questions, reporting to their individual organizations the progress and recommendations reached?

Finally, I would stress one more point. It is my belief that were the existence of the autograph market stressed more generally and were greater publicity

given to the fact that manuscript material may well have monetary value, or tax-deductible value, much important material would not be destroyed. To hear of the burnings or the throwing out of family correspondences is not at all unusual, as many of you are aware. Scholars, historians, and librarians have always emphasized the historical significance of manuscript material, but obviously this approach has not always been sufficient to ensure its preservation. Human nature being what it is, I believe that the stressing of monetary value might do what an appeal to an appreciation of historical values has obviously accomplished only partially.

Dealers have striven for years to stress this angle, believing that such knowledge would lead owners to care for their family archives with greater solicitude. Most people are more apt to take good care of what can be turned into ready cash. But the dealers who handle manuscripts in the United States are few. Librarians, on the other hand, are legion. They meet the public to a far greater extent and could help immeasurably in disseminating this information.

Grants Program Aided by New York Times

The *New York Times* has made a grant of $5,000 to the American Library Association for the Association of College and Reference Libraries, provided the Association raises a matching $5,000. The money will provide back files of the *New York Times* on microfilm to non-tax-supported colleges and universities with four-year liberal arts programs. The grant has been gratefully accepted by the Association.

Provided the additional $5,000 is found, grants will probably be made to 10-12 colleges which have little or no back file and which have budget resources sufficient for current subscriptions to the microfilm edition. No applications for grants will be received at this time. Full information on the *New York Times* and other grants will appear in the July or September issues of C&RL and applications will be invited in the early fall.

The ACRL Committee on Foundation Projects has made two additional allotments from the United States Steel Foundation Grant of 1955.

One thousand dollars has been assigned to the Division of Cataloging and Classification to continue its study of the use of the card catalog under Sidney Jackson.

The University of Chicago Graduate Library School has been granted $1,000 to help finance a study by Patricia Knapp, associate professor of library science, Rosary College, of the relationship between instructional objectives and methods and library use. Data collected at Knox College are being used.

By JOHN H. RUSSEL

The Library Self-Survey*

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THIS DISCUSSION relating to the library self-survey will be confined to rather brief statements concerning the college survey movement, what we might consider the values of the self-study or self-survey, the ends to which such a study would be directed, and how it might be organized. I have tried to set these remarks in a general philosophical framework so that I trust they may be helpful to you whether you serve in public or private college, with vocational or liberal arts interests.

In a sense, at least, the idea of the self-study is not new to a college library. For years, various kinds of statistics have been and are being gathered by you, as college librarians. These are, in a way, on-going tabulations and do not refer particularly to, although they may be a part of, a major self-study project. Such a project has a definite organization or plan, a well-defined beginning and end, in terms of time, and clearly defined goals or objectives.

The idea of institutional surveys or studies is something relatively new in higher education. The product of the last 50 years, the institutional survey is said by Walter Eells to have had its beginning in 1908 with the Oberlin Study. The story of the survey—and later the self-evaluation movement—was succinctly summarized by C. Robert Pace last spring at the Ninth Annual Conference on Higher Education, sponsored by the Association for Higher Education of the National Education Association. Major surveys, according to Pace, have been conducted among the church-related colleges, public institutions of higher education in various states, culminating in the report of the President's Commission in 1947. Four significant evaluation projects, emphasizing both measurement and philosophy, conducted in recent years, are the Eight Year Study, the Cooperative College Study, the Commission on Teacher Education, and the Cooperative Study of Evaluation in General Education. Many colleges, as you probably know, have conducted intensive self-studies in the last 20 years; this particular movement has had quite recent support and financial incentive in selected institutions from the Fund for the Advancement of Education of the Ford Foundation.

Rather intensive evaluation of an institution has, for approximately 20 years, been a vital part of the accrediting procedures of the Commission on Colleges and Universities of the North Central Association. Some three years ago these procedures were extended to include an institutional self-survey required of institutions prior to their application for membership in the Association. Institutional surveys in this connection have, of course, included the survey of the college library. The North Central Association as a result of its study of criteria in the early 1930's has used the following items as significant indicators of library and, in turn, institutional excellence: reference and periodical holdings, amounts spent for books and library salaries, student and faculty use, and budgetary procedures. Objective data are used today only on the items

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of expenditures for books and periodicals and library salaries. The college library in North Central accrediting procedures is today evaluated, in some measures subjectively, within the general framework of the extent and manner in which the library tends to implement the general purposes or objectives of the institution of which it is an integral part. My own experience with the library self-survey has come largely as a North Central examiner. In that role I have not actually been a participant but rather an onlooker or observer.

Several years ago, in that well-known educational research project, the Eight-Year Study, Ralph Tyler, who was then chairman of the Department of Education of the University of Chicago, listed what he considered as the major purposes of evaluation of student achievement. While his statement is directed toward one particular type of evaluation, it would appear that several of these purposes are just as pertinent to the broader, more general, area of institutional evaluation, or institutional self-evaluation. His statements would pertain with equal facility to that more specialized area of the college, that is, the college library, or to the library self-study, the problem which is our central concern today.

The first such purpose is that evaluation is a check on the effectiveness of the educational institution or, in our particular interest, a check on the effectiveness of the library as an integral part of the total educational institution. Such a continuing kind of examination can show points of effective operation and other points where some changes can materially improve the operation of the library.

Another purpose of evaluation is that it can give a certain psychological security, both to the faculty of the college and to the library staff. Undoubtedly a college faculty and a library staff have a continuing concern, beset with many doubts, as to whether the major objectives of the institution are being realized. A library self-study can provide this kind of assurance not only to the library staff but also to the college faculty in those areas especially where the library functions as the so-called laboratory of the curriculum and instructional program. Such evaluation procedure can give such assurances to a library staff that there can, in turn, be less need for reliance on extraneous concerns, such as book counting, nose counting, etc.

One additional purpose of the library self-study is that it will give a sound basis for public relations. Here is a means of providing information for taxpayers, boards of trustees, alumni, prospective students. Not only can the strengths of the library be clearly and forcefully portrayed for the edification of potentially interested groups, but also the particular needs of the library, as shown by sound and careful study, can be identified and publicized at the propitious time and place.

One final purpose is that the evaluative process forces the library staff to give serious thought and real consideration to the reasons for the existence of the library itself. It will tend then to help bring those purposes clearly into line with the over-all objectives of the institution of which it is a part.

In brief, then, a library self-study may be a wise move for several important reasons. We have suggested that it can provide a check of the effectiveness of the library; it can provide a kind of psychological security for the library staff and for the college faculty; it can provide a valuable instrument in public relations for the library; and it can force the library staff to formulate clearly the objectives of the library itself.

If it appears now that there is value to be received from a self-study, the next and really important question is, "How does one go about it?" It would seem to me that there are some definite, clear-

cut lines that a self-survey must take. When and if they are not followed, we end up with only busy work on the part of the librarian and his staff.

Certainly in some, if not many, institutions hard thinking has gone into the discussion of the total objectives of the institution. Where this job has been done and done adequately the library self-survey can proceed to the second step. Where the first step has not been done adequately, or has not been done at all, time must be taken to formulate through faculty action a clear-cut statement of the over-all purposes of the college itself.

The second step, and one which I hope is quite obvious, is the need for well-defined purposes for the library itself. It is possible, but I am sure quite unlikely, that the college library does what it is doing or thinks it is doing, only because it always has done just that. Or more unlikely still, the library does what it does because some librarian has known other libraries which have done just that, or were thought to be doing just that. The college library has no *raison d'être* apart from the college of which it is a vital part. It is obvious that the "why and wherefore" of the college library should not be taken lightly. Clearly stated objectives should certainly be formulated by the librarian; these in turn need the support and endorsement of the faculty and administration of the college.

There are many instances on record of objectives which have been set by and for college libraries. Many years ago Randall and Goodrich, as you know, formulated four central functions of the library as they concern the use of books. These are: (1) to furnish the books required for collateral reading in connection with the courses offered, together with related material, including material required by the faculty members' needs for instructional purposes; (2) to furnish books for voluntary reading by students and to promote their use; (3) to provide a comprehensive selection of authoritative books covering all fields of knowledge, and to make their content easily accessible; and (4) to train students in the use of library materials and to integrate the library with the instructional program.

Many of you are aware of the purposes of the library as prepared by your own Junior College Libraries Section of the American Library Association. In this particular statement we read, "The junior college should provide, or have easily available, library facilities adequate to meet the requirements of the institution's program. The library derives its responsibilities from the purposes of the college it serves and should include the following functions." As the first function we note the statement, "as a materials center," with the following information that books and other library materials to meet the needs and interests of students and faculty must be selected, ordered, cataloged, maintained, and serviced; as a distribution agency the library should be easily accessible to students and faculty; information concerning new materials should be given periodically and frequently to students, faculty, and administrators; occupational and vocational guidance materials must be available for students' use and to supplement the work of counselors. The second main function is "as a teaching agency" with the understanding that instruction in the use of books in libraries must be given to classes and individuals for training student library assistants; cooperation with faculty members in the preparation of teaching materials and bibliographies must be given for developing and improving the curricula; reference aid to individuals should be given. A third function listed in the junior college set of standards is that the junior college library should serve "as a reading center." This refers to reading materials to be made availa-

ble beyond the needs of the instructional program. In this instance reading materials would be available for cultural advancement, for reading guidance, and for encouraging the development of broad and desirable reading interests of all its clientele. As a reading center the library would provide a section for professional books and reading materials for the college faculty. In the situation of a "community college" the services of the college library might well be extended to meet the needs of people in the town.

There is no doubt that the purposes of the college library have been fully explored by many of you in many sessions of this kind. We are concerned at this point only with the fact that it is absolutely necessary that these objectives be clearly and accurately stated for each particular college library. This is step two of the self-survey procedure and it is impossible to move on with the self-survey until this particular question has been clearly faced. It is of very real importance, since the self-survey of the college library must be focused directly on the objectives of the particular library involved. These in a sense become definite goals which in turn are to be measured by the self-study procedure.

It would be proper also for the self-survey to be directed to some extent toward the specific standards which librarians have set for themselves and for their libraries. It seems to me, however, that there is a very real danger in this kind of situation, since in a sense these standards are symbols of excellence rather than excellence itself. These standards in themselves are not the objectives or goals of the library, but they are rather the actual means or conditions which various librarians and college staffs have set for the achievement of the college and library goals. One can imagine the perhaps unlikely possibility of a situation in which all of the library standards are being fully and well met, but on the other hand the situation of a very mediocre job being performed in terms of actual library service. Professional degrees, amount of reading space, lighting, circulation figures, faculty ranking are indicators of library excellence, but they are not ends within themselves, not the purposes for which the library has been created or for which it continues to exist. Thus I would urge that the library self-study be clearly and specifically organized in terms of the chief purposes, the central objectives, of the college library itself.

There are doubtless some very obvious ways to measure the actual achievement of the major objectives of the college library. In the sense that the library is to provide collateral or extended reading for the courses offered in the college curriculum, it is possible to check library holdings against certain lists of basic holdings prepared by experts in various subject matter fields. A thorough study of the extent of student and faculty withdrawals, and other measures of student and faculty use of these particular materials, will provide a second check. A third check might well be implemented by selected faculty members in order to determine the actual use which students make of these various materials. There are certainly many kinds of library projects which can be designed by faculty members in certain courses to do this job. Another type of investigation relating to this particular objective can involve the use of faculty opinion relating particularly to the effectiveness of the college library. An opinion poll of students might also be very productive and helpful. These suggestions are not thought of as complete and in some sense they may sound perhaps a bit naive to the experienced trained librarian. They do emphasize, I hope, the idea that the library purposes themselves are subject to direct and penetrating evaluation. It is certainly possible to devise ways and means to evalu-

ate all of the various functions which have been set for any particular college library.

Finally, the question of who is to do the job of the self-study is before us. Certainly the continuing or on-going type of self-survey might very well be made, and perhaps is being made, by the librarian and his staff. On the other hand, since the college library is an integral part of the college, the more extensive initial survey might well be made by a special faculty committee on which the librarian would serve as a member. A survey undertaken under such auspices will have all the advantages of being in every way quite objective; the resulting report will thus have faculty endorsement and support. Whether we speak of the continuing type of self-study or of what we might call the single type of self-survey, there is no doubt that the real work—the gathering of statistics, the preparation of questionnaires, the various kinds of analyses, etc.—will all fall to the librarian.

It is especially important, as I mentioned earlier, that the purposes of the self-survey itself be clearly defined. Specific and valid reasons for doing the job must be decided upon. There should also be a definitely determined schedule arranged and a date set for concluding the survey.

The general plan for the survey and how it is to be conducted are problems to be worked out in each individual institution. There are no doubt good and sufficient reasons for regular and continuing self-studies of the college library. Certainly, a very real satisfaction can surely come either in learning that one's job is being well done or in learning what steps must be taken to bring about such a Utopian situation. The experience of doing a library self-study can be both informational and inspirational.

About five hundred years ago Erasmus wrote these words to a friend, "I know how busy you are in your library." I would hope that this thought will not serve as your rationalization for not considering and launching a library self-survey. Rather, I trust that this thought actually indicates that you, busy as you are today, are the kinds of persons for whom the self-survey has very real meaning and significance.

ACRL Building Institute in Atlanta

A college library building institute will be held at the Georgia Institute of Technology, Atlanta, on June 14-16 under the auspices of the ACRL Buildings Committee. One day will be devoted to critical discussion of library plans; another day will be given over to papers by leading architects, engineers and decorators on materials and equipment for library buildings. Library tours in the Atlanta area will be scheduled on Saturday, June 16. For further information and for program of topics and speakers (when available) write to Dorothy M. Crosland, Director, Georgia Institute of Technology Libraries, Atlanta, Georgia. Mrs. Crosland is chairman of the ACRL Buildings Committee.

By J. O. KILMARTIN

The Map Information Office*

Mr. Kilmartin is chief, Information Office, U. S. Geological Survey.

THIS PAPER PRESENTS an over-all view of a little-known service within the federal government—the Map Information Office of the U. S. Geological Survey—a service supplying a wealth of summary information on maps that is in ever-increasing demand in all libraries today.

The enormous number of maps now being published, the multitude of subjects and data portrayed, and the current availability of related data such as aerial photographs and geodetic control surveys—all these indeed challenge the skills and resourcefulness of librarians and their staffs in maintaining up-to-date reference materials.

As a guide in developing your library's map collection, whether your library is a map depository for federal government maps or maintains a reference collection, you have probably obtained the catalogs, indexes, checklists and reports issued by the government and the volumes describing government publications prepared by your association members and others. These publications, you have discovered, serve as your most authoritative bibliographical aids for general reference service in the field of surveying and mapping.

Yet, with the best reference materials at hand, you may frequently ponder many seemingly strange requests. Perhaps, too, you receive such questions as these directed to our office: "Where can I get a map of the uncharted islands in the Pacific"; "a map showing all the good fishing spots"; "a map showing all the natural resources of the United States"; "a map showing all the unknown deposits of uranium?"

These inquiries may appear on the lighter side of rendering adequate reference assistance to the map-using public; nevertheless they do reflect genuine sincerity of purpose. On the more serious side, our office receives, for the most part, inquiries of a technical nature pertaining to all kinds of maps and related data for the administrative and planning needs of government, for exploration and scientific use, for industrial expansion and development programs, for educational purposes, and for hundreds of other uses. In answering these inquiries, the professional staff of the Map Information Office can advise what maps and data are available and where they may be obtained.

At this point, a brief résumé of the surveying and mapping of the United States, its territories and possessions within the past century may be helpful in explaining how the surveys conducted by the government have been coordinated and how the Map Information Office has been developed to serve federal and state agencies and the public as a central source of survey and map data.

The desirability of coordinating the surveying and mapping activities of the federal government was recognized as early as 1878. At that time, four exploratory geographical and geological surveys were in progress west of the 100th meridian. Bitter rivalry developed during these surveys, which had been started about 1867, and resulted in

* Address presented at the meeting of the ALA Public Documents Committee, Philadelphia, Pa., July 8, 1955. Paper approved for publication by the director, U. S. Geological Survey.

strong competition for support. The surveys overlapped and spheres of activity were undefined. To remedy this situation, the Congress of the United States requested the National Academy of Science to recommend a plan whereby these surveys could be consolidated. As a result of the academy's studies and recommendation, the four exploratory surveys were abolished and the Congress created the Geological Survey on March 3, 1879.

The need for further coordination of federal surveying and mapping was again apparent shortly after World War I, since in the intervening years many overlapping functions had developed. Acting upon the recommendations of the major map-making and map-using agencies, the President of the United States created by Executive Order on December 30, 1919, a Federal Board of Surveys and Maps. Among other stipulations, the Executive Order directed the Board to "establish a central information office in the Geological Survey for the purpose of collecting, classifying, and furnishing to the public information concerning all map and survey data available in the several Government departments and from other sources."

The Federal Board and the Map Information Office (as it later became known) functioned within their correlative and advisory capacities until the board was abolished by Executive Order on March 10, 1942. The functions of the board were then assigned to the Bureau of the Budget, at whose request the Map Information Office continued to be maintained within the Geological Survey, although on a rather small scale because of the wartime restrictions.

During World War II, the production of maps and charts for the United States and all parts of the world was stepped up tremendously. Thus, at the close of the war, the enormous volume of these publications and the unprecedented demand for all types of map and survey data again pointed up the imperative need for a central and authoritative source of map information. To meet this need, the staff and facilities of the Map Information Office were expanded in the early part of 1946 to undertake this challenging assignment.

In the ensuing years, the demand for survey and map information has continued to increase, engendered in part through the extensive use of maps by soldiers and civilians during the war period and through the peacetime development programs of government and industry in this country and around the world. For the first four months of this year, service requests (including those received by mail and telephone and from visitors) as compared with the same period in 1946, reflected a 30-fold increase.

The Map Information Office today comprises three specialized units: the Topographic Maps Unit, the Aerial Photography Unit, and the Geodetic Control Unit. The activities of these units fall into clearly defined fields of responsibility and service.

The Topographic Maps Unit carries on continuous research for all topographic data pertaining to the United States, its territories and possessions, produced by federal, state, or commercial organizations. The unit makes evaluation studies of these data and publishes the results of this appraisal annually in the form of an index map, titled "Status of Topographic Mapping in the United States." This index shows by color and pattern the status of the topographic maps produced by the Geological Survey and other federal agencies. The map appraisal given in this index differentiates four map-evaluation classes: Class 1, a standard quality map; Class 2, a standard quality map but one in need of revision; Class 3, a useful map but one deficient in accuracy and content; Class 4, a substandard, reconnaissance map or one requiring

resurvey. In addition to portraying the latest summary information on all available topographic maps, the index reveals the areas of the United States not yet mapped and indicates the areas in which new mapping is authorized or in progress. Along with its research and evaluation work, this unit maintains a complete file of all topographic maps produced by the Geological Survey and a complete compilation history of these maps.

The unit also assembles and makes available for sale preliminary copy of new mapping. This advance copy is obtainable, at the cost of reproduction, for a period of about two years prior to final publication of the quadrangle map. Such copy is most useful to engineers, surveyors, and other technical map users in government and industry.

The Aerial Photography Unit is primarily responsible for the assembly of information on the aerial photography of the United States, its territories and possessions, taken by federal and state agencies and by commercial organizations. This unit has the most complete record of aerial photography in existence for the United States, its territories and possessions, showing the film-holding agency for all photography, the date of the photography, the flight altitude, the scale, and the focal length of the aerial camera lens. The cumulative records of this unit account for about nine million square miles of photography; that is, photography for about three times the area of the United States.

The unit publishes the results of its research in an index map, "Aerial Photography of the United States," which shows by line pattern and color the areas photographed and the film-holding agency. Several federal agencies—the Geological Survey, the Coast and Geodetic Survey, and the Department of Agriculture—are authorized to sell reproductions from the film negatives in their files of the photography shown on this index. Reproductions from photography held by the Department of the Army and the Department of the Navy are available only if the area has not been photographed by a civilian agency.

The Geodetic Control Unit is responsible for maintaining records of all horizontal and vertical control data produced by the Geological Survey and other federal agencies. Control surveys are required by the Geological Survey and other map-making agencies as the framework for the preparation of topographic maps. In former years, the survey data were considered more or less a by-product of the topographic map, but today in some areas these data are assuming almost as much importance as the map itself, especially where scientific investigations and certain land surveys require more accurate geographic positions and elevations above sea level than can be shown on the map.

The unit maintains records of the latitude, longitude, and elevation above sea level of about five million bench marks scattered throughout the country. Records are maintained in 15-minute quadrangle units conforming to the sheet layout of a topographic quadrangle map.

About every three years the unit publishes index maps of the United States showing all horizontal and vertical control established and reported by federal agencies. It also makes available, at the cost of reproduction, photostatic copies of a series of state maps showing the location of these control surveys in more detail.

Many depository libraries endeavor to maintain complete collections of topographic and geologic quadrangle maps and other important map series. During the war, many of the depository libraries did not receive the Geological Survey's topographic maps regularly and, therefore, some quadrangle maps may be missing from these collections. These

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By J. W. PERRY

Research Libraries in South Africa

Mr. Perry is librarian of the University of Natal, Durban.

WHEN I TRAVELED from New York to Cape Town less than seven years ago, I came by cargo boat on a regular Europe, America, round Africa, back to Europe route. I asked the ship's engineer what his normal cargo to and from Africa was. He replied, "Missionaries on the way out, wild animals on the way back." This was doubtless an exaggeration and out of date when he said it, but there was a time, and not so long ago either, when it was not completely untrue.

Today, however, the passenger list of each air liner touching down at Johannesburg or ship calling at Cape Town and Durban as often as not contains the name of a great industrialist or well-known scholar. The former is tempted by a still largely unexploited continent, and the considerable supply of labor that goes with it. What brings the latter in increasing numbers to our shores? It is surely the realization that here we have a natural and human laboratory, a happy hunting ground, for the sociologist, anthropologist, archaeologist, botanist, zoologist and medical researcher.

But what resources in the printed and written word can the continent offer? From the days of the Alexandrian Library, Egypt and North Africa have frequently been great reservoirs of the printed and written word. However, it would seem that their present-day resources (little known though they are) are outside the scope of this survey in that the cultures that they represent are of Oriental rather than European or African origin. A desert is a more effective natural barrier than a mountain range or even an ocean, and Africa south of the Sahara rather than Africa as a whole is a unit after the fashion of North America, South America, or Europe.

It is probably true to say that, before the last world war, no single collection of books running into five—let alone six—figures existed between the line of latitude running through Cairo and the one running through Johannesburg, surely one of the most poverty-stricken library areas in the world. Even today, apart from the collections being built up by the Central African Archives in Salisbury (which should be visited), the library of the University College of Ibadan in Nigeria, and certain collections in the Belgian Congo, this statement is still largely true.

One is thus brought back to the fact that the libraries of the Union of South Africa are likely to remain for some time the main on-the-spot quarry for any scholar living and working in Africa. As a country of settlers from Europe, South Africa is almost as old as the United States, but its oldest library is less than 150 years old. Little is known of books and readers before the first British occupation at the end of the eighteenth century. However, the smallness of the population alone, less than 25,000 (limited to an area one-tenth the present extent of the country) and the lack of a printing press were factors hardly conducive to the building up of large libraries. Such collections as there were—and there is some evidence of the existence of "gentlemen's libraries" belonging to Dutch and later to British officials—have vanished almost without

trace, one of the few exceptions being the Dessinian collection (dating from the mid-eighteenth century), which formed the basis of our oldest library, the South African Public Library, founded by a British governor in 1818.

The rest of the country, now the provinces of Transvaal, Orange Free State, and Natal, did not develop on any large scale at all until well into the second half of the nineteenth century. Indeed the most significant industrial development of the country, a development quite out of proportion to the growth of its white population, has taken place in the last 20 years.

It is perhaps more appropriate and more in accordance with historical perspective if, in surveying the library scene, one starts at Cape Town, landing at the base, so to speak, rather than dropping by air into the front line at Johannesburg.

In many ways, of all the "new countries" of the world (the United States, Australia, Canada and New Zealand), South Africa has the closest cultural ties with Europe. A pleasant and not too long sea voyage and, until the present century, the lack of facilities for higher education in the country itself, fostered these close ties. Nor has the tie by any means been exclusively with Britain. A South African professor is more likely to hold a doctorate from Leyden or Munich than from Oxford or Cambridge. The familiarity of most South Africans with Afrikaans has insured that the German and Dutch languages are never quite regarded as foreign languages to the extent that they are by the Englishman or the American. However it must be admitted that the educated South African's familiarity with cultures other than the Dutch and German (with French and Italian for example) is much thinner than is the Englishman's. Indeed, to an English immigrant the South African's concept of British culture itself sometimes appears a bit superficial and distorted.

Before describing the contents of the various South African libraries, it is as well perhaps that something be said about Africana. It is as well because the South African librarian will allow little time to elapse before uttering the inevitable "But I must show you my Africana."

What is Africana? Africana is any book, pamphlet, anything connected with South Africa. Africana is also the disease or mania of collecting Africana. It might easily be assumed that the South African librarian's, the South African millionaire's, and indeed any South African's interest in this field sprang from his nationalism. But this is not really the case. South Africa has crammed an awful lot of complicated history into 300 years of a small country.

The earliest collectors in the field were not South Africans, but immigrant Englishmen fascinated by the past and the present. The fruits of these early collectors found their way into the libraries of the country, notably the Mendlessohn collection into the Library of Parliament and the Gubbins Collection into the Witwatersrand University Library. Perhaps the finest Africana still in private hands is the Campbell Collection in Durban. It will be likely to find its way to the Natal University Library.

The deposit of these two collections, greatly enriching what were comparatively poorly stocked libraries, has led to intense competition among all libraries of any standing at all, to build up similar collections—this in the face of competition by private collectors. Other Africana collections of note in the country are in the South African Public Library, Cape Town, a collection with an older history than the Mendlessohn and Gubbins, and in the Johannesburg Public Library, which, together with the Africana Museum associated with it, must surely be one of the largest and

best organized "local collections" (even if of continental dimensions) in the world.

In gauging the significance of this type of collecting, it must be realized that the libraries concerned compete against each other in collecting in the whole field (in the geographical sense) of Africana. Indeed in some respects the purely *local* collection, in the English librarian's sense of the term, has even been neglected. Some idea of the costs of competition may be gathered from the fact that the standard bibliography of Africana (Mendlessohn) until reprinted a few months ago brought $250; indeed it is even doubtful that the reprinting will have much effect on the price of the original edition.

The Van Riebeeck Society has printed at a cost of a 10/- annual subscription about 30 original historical manuscripts in the last 20 years or so. A set now fetches $400—a good investment for the annual subscriber. Even in the realm of out-of-print textbooks, figures like $25 are not uncommon, while the standard work on South African architecture fetches $150.

I have spoken at some length on this subject because there is no doubt that Africana has had a large effect on the content and scope of the average South African library. On the credit side, it has no doubt meant that South Africa does not suffer quite so much as some countries in losing its original material to overseas institutions. On the debit side there is no doubt that if even a small proportion of the effort that has gone into Africana collecting had gone into collecting in other fields, the contents of South African libraries would have been far more catholic than they are. As it is, time and again requests for material on interlibrary loan are returned from the state library in Pretoria, which acts as the center for this service, marked "not available in South Africa."

Fortunately there are signs that several of the leading libraries are beginning to realize the importance of, if not the necessity of, a modified Farmington Plan for South Africa, at least the cultivation of a Farmington Plan attitude. As South African industry is developing at a tremendous rate and yet with a scarcity of skilled labor, so is South African scholarship often handicapped by the lack of the necessary research works. South African libraries are at a stage where their task is to get books into the country, not just current material but the older works as well. America's and Britain's problem of the overwhelming size of their libraries is hardly of interest to South Africa as yet.

The American visitor, if he reads these lines *after* visiting our libraries, may feel that my remarks about our resources are perhaps too critical and carping. He will have been agreeably surprised at the good service and comparatively modernity of our half-dozen larger libraries, which do go a long way towards compensating for the poverty of our collections.

The writer has held appointments only in the Cape and Durban areas and must apologize to any of his colleagues who may read this article if it appears that his account of the resources of the Pretoria-Johannesburg area is sketchy. While several South African libraries, notably the South African Library, the Cape Town University Library, and the Johannesburg Public Library issue interesting annual reports, few have produced comprehensive accounts of their collections, on the lines of the *Guide* issued by the British Library of Political Science. A list of special collections in the scientific and technical field is available in Mews' and Krige's *Directory of Scientific, Technical and Medical Libraries in the Union* issued by the South African Council for Scientific and Industrial Research. A comprehensive compilation of the collections in the

humanistic field is in preparation. Useful too is Kritzinger's *List of Libraries in Government Departments* issued by the Government Printer. A wider field than the Union is covered by the *Directory of Scientific and Technical Libraries South of the Sahara* published by the Scientific Council for Africa South of the Sahara.

In Cape Town there are possibly as many different books as there are people, that is, about half a million. This city has by far the longest record of publicly housed libraries. The Dessintan Library, now integrated in the South African Library, was formed in the middle of the eighteenth century and would appear to have been available for public use before the first British occupation. Book stamps reveal that libraries for military personnel, parish libraries, even a branch of Dr. Bray's clerical libraries, were in existence before the middle of the nineteenth century. The greatest impetus to library development was the foundation in 1818 of the South African Library. This institution is unusual in that it appears to be the only example of an attempt to reproduce that unique institution, the British Museum Library, which it must be remembered was itself at that time hardly out of its teen-age. Its type of governing body was and is a curious replica of its infinitely larger and richer prototype. Like the British Museum, it consists of various collections, kept separately, besides the more recently accumulated main collection.

It benefited considerably by the acquisition in the middle of the nineteenth century of Sir George Grey's library. It is remarkable, when one considers that even 100 years ago this library possessed its Shakespeare folio, illuminated medieval manuscripts and incunabula. Indeed its holdings of material of antiquarian interest must, at that time, easily have stood comparison with libraries on the North American continent. It is probably still the strongest of any library in the country in its holdings of the standard works of the eighteenth and nineteenth centuries. It is a library of a kind in which discoveries can be and are still being made. Its long history as a copyright deposit library renders it very strong in all the earliest South African imprints and it has good runs of newspapers and journals. This library and the Cape Archives, situated nearby, are the sources to which the historian should turn for the papers of South African statesmen and families. It is also the most bibliographically active library in the country and its librarian is, by virtue of his position, cognizant of other sources of material in various parts of the country.

Situated literally within a stone's throw of this library are the Library of Parliament, with its Mendlessohn collection of Africana; the Library of the South African Museum, containing like many other South African museums good runs of journals in the fields of the natural sciences; the Diocesan Library of the Church of the Province of South Africa, a library with a long history which is well worth a visit; and the law libraries of the Cape Supreme Court and of the University of Cape Town's Faculty of Law. Nor are the bookshops to be despised. Besides local firms, branches of well-known British and Dutch firms will be found. German firms are located in the Pretoria area.

The other group of libraries in Cape Town is represented by those of the university, situated about four miles out of town. The university library has developed rapidly in the last 20 years and is now the leading university library of the country. Although not as strong in Africana as one might expect, it shows its strength in other directions possibly of more value to the researcher. Its medical library of 40,000 volumes, housed in a separate building, can more than stand comparison with the average university

medical library. So can its music library with its 12,000 scores, 4,000 records, 3,000 volumes, and specially designed listening room. However, it has not specialized to any extent in the music of the native peoples, for which one must turn to the African Music Society in Johannesburg. The library of the Royal Society of South Africa is housed in the university library and their amalgamated holdings of scientific journals and of the proceedings of learned societies from all parts of the world are perhaps the best quarry we have for the natural scientist. The Bleek Library of publications in the African languages contains many scarce early imprints of the various mission presses already active 100 years ago.

No visitor to the university library should pass over the library's well-equipped photographic department, which will be able to give the visiting scholar good service wherever he may be. The library of the Bolus Herbarium is a fine collection of systematic botany containing many pre-Hookerian imprints. It has recently been enriched by the accession of General Smuts' botanical library. Botanists should visit the library of the Botanical Gardens on the slopes of Table Mountain. The university library, like the South African Library, is active in the bibliographical field.

Students interested in the Afrikaans language and literature will find most of the larger libraries rich in these resources. Possibly the most comprehensive early collection of Afrikaans imprints is in the South African Library. Cape Town University is fairly rich in manuscripts of such writers as Louis Leipoldt and in the philological connections of the "Taal" with European and other languages. Perhaps the most comprehensive collection of the whole output in Afrikaans over the last 30 years will be found in the Johannesburg Public Library.

Most South African university libraries are stronger than the average American and British university library in the languages, literatures, and culture of the Low Countries. French studies are poorly represented in South Africa, Cape Town University perhaps having the strongest collection. A visit to the Cape's other university, Stellenbosch, 30 miles from Cape Town, should include a visit to the Seminary of the Dutch Reformed Church, which is strong in Protestant theology. The archives of this church, being in good order, are invaluable to students of the early history of South Africa. They are housed in Cape Town.

The third educational centre in the Cape Province is that at Grahamstown, where Rhodes University will be found. This university library is strong in the papers of early British settlers. Incidentally, it has produced in mimeographed form a good set of instructions for dealing with private papers and letters, a field of librarianship about which little has been written. In quite another field, Rhodes University possesses the library of the Leather Research Institute.

Scattered throughout the province are many small public libraries, originally run on a subscription basis, including several over 100 years old. The city library of Port Elizabeth is of some size and the others, although small, may produce some surprises for the curious visitor, notably that of Kimberley, which is rich in the older standard works on the fine arts.

The Orange Free State is not very rich in collections. Librarians interested in buildings should visit Bloemfontein, where new edifices for the public library and university library have recently been erected. The former is strong in drama and the latter has a considerable Africana collection. The university librarian will be able to put the botanist in touch with a valuable private botanical library. In Bloemfontein is situated the Harvard University Observatory, the

collection of which is part of Harvard University Library.

In the southwest corner of the Transvaal is Potchefstroom University, the only university in South Africa closely associated with a religious denomination, that of the "Dopper" branch of the Dutch Reformed Church, Paul Kruger's church. This university library is growing fast and has a most interesting recently erected library building, of which it might be said that the university is housed in the library. Many of the professors' private rooms have been deliberately placed in the library in close juxtaposition to material on the subjects for which they are responsible.

Our journey now brings us to the Transvaal and the Pretoria-Johannesburg area which, with the Cape, is the country's biggest book center. The Johannesburg City Library is, like the New York Public Library, a prominent building in that it is centrally placed and conspicuous in that it is not a skyscraper. As a city library, despite its poverty in suburban branches, it can be said to be one of the foremost in the world. Its Africana Library and Museum should on no account be missed by any visitor to South Africa. It is strong in holdings of journals of all kinds, particularly on engineering. Material on all parts of Africa will be found here. Other material characteristic of a large public library includes patent literature, incunabula, and a very comprehensive range of bibliographical reference works and sources.

The library of the University of Witwatersrand is only slightly smaller than that of Cape Town, and, with a longer active history, is in many respects more comprehensive. Its strong points are its Gubbins collection of Africana, a library of musical philology, a library of Anglican theology, and many works of a bibliophilic and bibliographical interest.

Besides these collections, it has a medical library similar in size to that of Cape Town. The library of the Institute of Medical Research also is situated in Johannesburg. A library of recent development but of great value is that of the South African Institute of International Affairs, in which will be found a good collection of official publications of all African territories.

In Pretoria, 40 miles away, will be found the various libraries of the government departments, since Pretoria is the administrative capital of the Union. The largest of the government department libraries is that of the Department of Agriculture, which has branches in various parts of the country. Other government departmental libraries of value are those of the Botanical Department, Native Affairs Department, and Education Department. A visit should be made to the Veterinary Institute at Onderstepoort, one of the most remarkable institutes of its kind in the world, brainchild of the late Sir Arnold Theiler. The Transvaal Museum Library is a strong museum library. Pretoria University Library is strong in German publications of all kinds, the German or Dutch textbook perhaps taking preference over the English textbook at this university. The library of the Council for Scientific and Industrial Research should be visited by all scientists studying in South Africa, not only for its runs of scientific journals, many on microfilm or microcard, but also for its unique contacts with South African scientists, scientific institutions and industrial concerns. For similar reasons a visit should be made to the State Library, the Staatsbiblioteek of the old South African Republic. It performs functions similar to those of the National Central Library in Britain, namely those of organizing the loan of material from one library to another throughout the whole country. This nationwide interlibrary loan system is well organized and compensates to some extent for the poverty of individual collections. Pho-

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By ROBERT VOSPER

Foundation Support Of College Libraries

Mr. Vosper, who is director of libraries at the University of Kansas and president of ACRL, made this address at the ACRL membership meeting at Midwinter on the evening of January 31, 1956.

THE recent Ford Foundation grant of $260,000,000 particularly for salaries of faculty will provide not only immediate bread-and-butter assistance; it also effectively dramatizes one part of the desperate financial problem faced in these days by privately supported higher education in America.

The recent White House Conference on Education may perhaps bring some federal money to local areas; more importantly, it also focuses greater attention on the financial problems of tax-supported public school education.

In my home town of Lawrence, Kansas, the University rides a hill above the town, and during very recent years we have looked down on the construction of a new high school building and nine grade school buildings in the town and adjacent county. Several years ago from our Mt. Oread we saw flood waters rising from the Kaw River. Now we see a flood of students welling up from the public schools; and the crest of this new flood will inevitably come right into the university buildings in a few more years. The financial problem of tax-supported higher education in America is no less gigantic than that of privately supported higher education or that of public schools.

There is no point in saying more here about the large financial problem all of us in higher education will face during the next two decades and more as enrollments rise rapidly, as the economy continues to be inflated, and as taxation problems at federal and state level are further compounded. You are all aware of this situation.

Let me remind you publicly that the Ford grant for faculty salaries said nothing specific about librarians' salaries, although I presume that a few of our more fortunate colleagues will benefit as the faculty do. Let me further remind you of the hard fact that as the squeeze for operating funds grows greater, many college libraries in this country may well face a serious depression. There will be dramatic campaigns for improved faculty salaries, for student housing, for class room space. But what about books and libraries? I suggest that they will be overlooked in many cases.

My colleagues and I in the research library group will have their own troubles, I am sure, but we already have an active spokesman in the Association of Research Libraries. I urge today that our college libraries also desperately need a spokesman at the national level in regard to this and other critical problems. ACRL must continue to be that spokesman and to an even greater extent than in the past.

Something has already been done. More will be done if we continue to have vigorous and imaginative leadership of the kind Arthur Hamlin has provided; more will be done if ACRL increases its capacity for direct and coordinated action on a large scale in the best interests of American higher education. We are indeed prepared for such a program; we are prepared to state effectively at a national level the problems and needs of college libraries. We are

already embarked on such a program and at this point we need thoroughgoing support of our full membership if we are to maintain impetus.

At this point we have three special debts to honor. When the United States Steel Foundation made us a $30,000 grant last summer, it provided not only money. More importantly, it recognized a basic need in higher education that no other group had perceived. This was an act of imagination and of some faith. Secondly, I want publicly to recognize Librarian Humphrey Bousfield of Brooklyn College, who knew when and where to plant an idea. Thirdly, we are indebted to our executive secretary who has recognized this as a significant development and has worked persistently to assure that the U. S. Steel grant bears further fruit. He saw immediately that we must not only provide stewardship for the U. S. Steel funds but that we must develop a continuing program and turn this first grant into "seed corn."

The actual details of our procedure in alloting the $30,000 grant and developing a program have been reported carefully by Mr. Hamlin in a printed statement.[1] I urge you all to read it. It embodies a dramatic turn in ACRL affairs. I will limit myself to a bit of commentary and reflection.

Already 89 college libraries have received some small tangible benefit. More importantly we have come, with a sense of shock I think, to realize how utterly poverty-stricken are the majority of college libraries in this country. They operate too frequently on a subsistence level or worse, and these libraries are in no position individually to seek substantial outside financial aid.

Here is the problem we must face. I can say here and now that the outlook for the next year is optimistic. Already Mr. Hamlin, acting with initiative and under authority given him by the committee, has secured a grant of $5,000 from the *New York Times*. The printed report on the United States Steel grant will suggest the circumstances under which this came to us. Other grants will, I am confident, be forthcoming.

I want to add further that the procurement and handling of foundation funds is not a simple or passive task. The *New Yorker* has said something in satirical vein about the difficulty of seeking and giving money. I can say sincerely that this task requires positive leadership, vigor, a high level of sophistication, and some statesmanship on the part of our executive secretary and his staff. It also requires hours of hard work. After a year of working closely with your headquarters staff I can assure you that I have complete respect for them and confidence in them.

You will note that the printed report is directed particularly toward industrial and corporate foundations. This reflects a significant change in the complexion of American philanthropy. Organized industrial giving is new and it is burgeoning. It seeks a philosophy of action and a significant area of action in the public interest. We have tried to understand this development, but we certainly do not propose to limit ourselves in the search for aid to college libraries. I assure you that college libraries need all the aid we can bring to them. We seek membership help in getting the official statement into the right hands.

In seeking this aid ACRL needs widespread membership support. Foundations will place funds in our custody only if they are confident that ACRL is a solid, a durable, and an honorable professional organization; only if they are certain that ACRL is indeed the recognized national spokesman for all libraries in American higher education; they will turn to us in confidence only if they are certain that ACRL has a broad base of membership among the profession.

[1] "A Program for Grants to Assist College Libraries, and a Report on the United States Steel Foundation Grant of 1955." Chicago: ACRL, 1956. Available on request from the ACRL headquarters office.

Library Service to Undergraduate College Students

The following three papers were presented at a general meeting jointly sponsored by the College, Junior College, and University Libraries sections of ACRL, Philadelphia, Pa., July 5, 1955. Dr. Edward B. Stanford, University of Minnesota Library, presided.

By FRANK A. LUNDY

The Divisional Plan Library

Mr. Lundy is director, University of Nebraska Libraries.

Introduction

I shall discuss with you the idea of the divisional library. These remarks might be entitled: "Do undergraduates deserve an education?"

In approaching the problem of providing good undergraduate library service, let us first examine several fallacious assumptions which influence contemporary college and university librarianship.

Five Fallacious Assumptions

1. *Undergraduates don't count.* First among these is the common notion that undergraduate students don't count. We are interested only in our graduate students and in the research carried on by the faculty. How often one hears remarks like these on the university campus. Here, for example, is a great state university in the Middle West with nearly 20,000 students on its campus, almost 15,000 of them undergraduates. It boasts a new multi-million-dollar library building designed, it is said, to serve research carried on by graduate students and the faculty. Undergraduates don't count. In practical effect it would be better if they weren't there. I have heard remarks like these many times on the campus of the great state university on the West Coast where I labored early in my career. And I have heard them repeated and amplified on many other campuses.

2. *A college education is completed in four years.* Second, an education is completed in four years of college. A college education consists of courses of study which can conveniently be measured in units and graded numerically for quality. In general these courses are related to each other and grouped together in terms of prerequisites and majors. Outside the major field of study, the history of our culture and the broad view of our contemporary society are served by a few more or less unrelated units of "this, that, and something else," selected in amounts appropriate in size to fill the package. The completion of a major entitles the student to enroll for graduate or professional training in the same specialty. If he does not choose to do so, and the majority do not, he can put his education on the shelf and forget about it. His education was completed in four years. He is an educated man.

3. *The library is a warehouse of books organized for the convenience of the library staff.* Third among our fallacious assumptions, the university library, speaking collectively for the library complex, is the warehouse for books and periodicals. It

must be organized to suit the convenience of the librarians who work there. The convenience of the students and faculty is secondary. The convenience of undergraduate students in particular is hardly worth considering. And so it follows that reference books, which are for the most part encyclopedias and other compendia, fill the reference room, as it is so called. Unbound periodicals come in quantity and pose a special problem in record keeping and are therefore routed to a periodical room. Assigned readings are segregated from all other books and fill a reserve book room. Documents, which in the library would mean simply any printed item with a government imprint, enjoy a special distinction in housing and service in this strange caste system. The student in search of an idea is given quite a runaround. Only in the central book stack are books arranged in accordance with the ideas which they contain. Nearly all of the stock of readable books is in the book stack. And, of course, on most campuses undergraduate students are not given free access to the book stack.

4. *Librarians are custodians, not educators.* Fourth, librarians are not educators. They are custodians. Their work is clerical. They function in an environment full of negative rules framed to protect the book from student and faculty alike. Books are acquired by the library in order that they may be preserved. Their preservation requires a complicated set of descriptive records, duplicated and re-arranged, entirely or in part, many times over. Rule keeping and record making are so absorbing of time and energy that none is left for taking part in the educational process involving faculty and students. Nor are librarians capable of such participation. Their professional education has not prepared them to assume a position of such responsibility in the academic community. The thought that they should be given academic status with appropriate ranks is shocking and abhorrent.

5. *Cataloging and reference work are in no way related.* Fifth and last among primary fallacious assumptions that are presently influential in our university libraries is the notion that the technical services and the public services must exist in separate sovereignties with a minimum of communication between them. Cataloging is an esoteric art. Only a true initiate can understand the cataloging process, or for that matter the end product, the catalog card. Perhaps it isn't necessary to be peculiar in order to be a cataloger, but it helps. Reference work, on the other hand, enjoys a special prestige. Perhaps reference librarians are born. Certainly they do not need to labor in the bibliographical process in order to acquire competence in the interpretation of the library's collections. A reference librarian would rather be dead than be seen cataloging a book.

A Constructive Philosophy of Librarianship

Stated in this manner, these five assumptions or principles appear to be somewhat ridiculous. And yet, in their general application to our universities, and to their libraries, these assumptions are true to a surprising degree. Among universities with more than 5,000 students the exceptions to these generalities are still so few in number that they are conspicuous. With library service to the undergraduate student uppermost in mind let us examine these five assumptions. Let us restate them in support of a more positive view of general education and a more constructive philosophy of librarianship.

Universities and their libraries must serve students at all levels and must support both teaching and research. The divisional plan library provides effective library service.

First and foremost, if we may speak for a moment of tax supported institutions, a state university has three major obligations. It must provide a good general education for the young men and women who are residents of the state. This implies good teaching, with libraries organized to lend effective support to the education of these students. The university must also train professional students and graduate students in the methods of research and must support faculty research in the interest of local and national welfare. A university is *per se* a community of enquiring minds. No field of knowledge is closed to its enquiries. Finally, in addition to teaching and research, a state

university renders a wide variety of services to the citizens of the state.

Clearly, the university has an obligation to offer its undergraduate students the opportunity of acquiring an education. We must hear no more talk to the effect that undergraduates don't count. These students are the future citizens and from their ranks come our leaders, not to mention our professional students and even our graduate students. A university which recognizes no obligation to these students is dishonest in accepting their money and their time. Such loose talk about their insignificance in the academic community could bring swift retribution from the taxpayers.

The university library can and must serve the university program—that is, teaching and research—both on and off the campus. Honest analysis indicates clearly that emphasis has thus far been placed upon service to graduate students and faculty members through such devices as closed stacks, carrells, seminars, faculty studies, the reference collection, extended borrowing privileges, and an elaborate system of small, specialized, and restricted branch libraries. A few concessions have been made to the undergraduate student in the form of the undergraduate reading room with a small collection of materials, a few thousand reserve books on open shelves, and here and there a browsing room of general nature. No one could possibly say that these devices represent an honest effort to provide good over-all library service to the undergraduate student body.

The University of Colorado experimented with a pilot plant to house an adequate undergraduate library. Barriers between books and students were removed by placing the books on open shelves in large enough quantity to reflect the entire undergraduate curriculum, including books of general interest as well. And the word "books" was reinterpreted to include all forms of print immediately pertinent to the program; that is, books, periodicals, pamphlets, reference sets, and so on. These were brought together not by format and process, but by content and idea. Large workable collections were brought together by subject matter to serve groups of related departments of instruction —hence the phrase divisional plan. Harvard University has carried the idea forward with a model undergraduate library of 100,000 volumes in a separate building, an ideal arrangement but for most of us an expensive one.

The University of Nebraska has adopted and developed the Colorado plan with a divisional library serving the humanities, the social studies, and science. At Nebraska practically all of the vestigial organs of the traditional library have been liminated. At the same time Nebraska has steadily improved all of its library services in support of graduate study and research. It is of interest here to note that an expanded divisional plan will be housed in the new building at Michigan State College.

Education is a lifelong process. The divisional library encourages and develops the reading habit.

Brief attention can be given here to the fallacious proposition that an education consists of prescribed courses which can be completed in four years of time serving. A college education should awaken a student's curiosity and train his mind to enable him to continue educating himself throughout his lifetime. If the habit of reading is to be acquired in college then every opportunity in that direction must be made attractive. In this the library can exert leadership.

A professor said to me, not long ago: "The only books that are of any importance to my students are the ones I assign to them to read." If this were true, a few books on reserve would serve all undergraduate needs. We should recognize, however, that there are few college courses in applied science or social science that are not quickly out of date.

In the past, perhaps unintentionally, insurmountable barriers were placed between the student and his books. Closed stacks and a complex organization of service by form and process such as reference, periodicals, documents, and reserves were among these barriers. At Nebraska these barriers have been removed. One hundred thousand books and other materials, carefully selected for the purpose from the million or more in the stacks, are arranged by content in a series of large reading rooms. Comments from many students and faculty members lead us to believe that in this study environment

students are reading more books and books of wider variety than heretofore.

Be it noted here that these materials have been carefully selected for what we call the college library. Other approaches to this problem are being tried elsewhere. At Princeton and Northwestern, for example, there are no divisional reading rooms, but the book stacks are open to all students. We believe that it is no service to the undergraduate student with a problem to solve or a paper to write—particularly to the lower division student—to turn him loose among a million books consisting mostly of research materials. In Nebraska, where many of our students come from Clay Center and Beaver Crossing, from Ogallala and Wahoo, we are certain that this is true. We carefully guide these students into the university curriculum and we must also guide them into the world of print. We regard the completely open book stack in the large university as a lazy man's way of solving the problem of undergraduate library service, or as an admission that there are simply not enough funds to tackle the job. Let me add, however, that no student at Nebraska is ever denied his right to browse among the stack collections if he wants to do so.

The library is the students' laboratory.

In contrast to the attitude that the library is a warehouse for books and that its contents must be arranged for the convenience of the staff who manage it, let me suggest a businessman's approach. Books are the basic tangible commodity on the campus. The library is a merchandising center. Books should be well displayed to attract the customer. By this we do not mean *a few books*, or a shelf of *new books*, but *all the books* in the college library. Librarians are the sales force. Their function is to bring books and readers together. Librarians should, therefore, be trained to defer to the personal needs and tastes of the student and to apply their expert knowledge in his interest, with tact and discrimination.

In the social science reading room, for example, we are presenting the undergraduate student with a workshop of printed materials in this broad field. This is his laboratory. Here he will accomplish most of his reading in the social sciences and here he will write his term papers. Here in convenient arrangement are books, periodicals, and newspapers; pamphlets and other vertical file materials; encyclopedias and indexes. When we talk about a convenient arrangement of materials we are thinking primarily of the student's convenience. His assigned readings are on open shelves in call number sequence with the rest of the collection. Only a few titles are segregated behind a desk on two-hour reserve. These few are the books in very heavy demand. All overnight, three-day, seven-day, and two-week books are in the open shelf collection. Librarians determine the nature and content of these various groups of materials, including the two-hour reserve collection. Librarians consult with faculty and students to solve their library service problems, but authority in the arrangement and distribution of materials rests with librarians.

Shelving the majority of assigned readings on open shelves has the advantage of enabling students to help themselves. Shelving these books in call number sequence with the rest of the collection has the added advantage of continuously acquainting the student with other books on the same subject. One book leads to another. In such circumstances browsing among books becomes a part of the daily study routine, and this leads to scanning books that catch the eye, and thus the reading habit is launched.

The large reading room is broken up into small study areas through thoughtful use of free-standing book cases. Students work in small groups in small areas where they are literally surrounded with books of interest to them. Acoustical plaster on walls and ceiling and rubber tile on floors eliminate noise and distraction. Soft white fluorescent lights create the illusion of continuous daylight. The several reading rooms are contiguous and freely accessible to all students. All circulation procedures have been concentrated at the single central loan desk. There is only one inspection point, at the exit. The reserve book room has been abolished and its room space converted to an unsupervised study hall, complete with lounge corner and with coffee, coke, and apple vending machines. When conversation must flourish it can flourish in this study

hall. Here, too, is a battery of typewriters freely available to all students.

In such a building, with emphasis upon service throughout, graduate study and faculty research also have greatly improved accommodations. At Nebraska the book stack is now a place of relative quiet. The former problem of paging books from the stacks in great numbers has now been transformed into a comparable problem of housekeeping in the reading rooms where the students are encouraged to leave books on the tables. When the new central library was built provision was made in the stacks for a book escalator. It has not been necessary to complete and operate this equipment because the problems of getting books is no longer concentrated into the book stack. In the reading rooms this problem of finding books has become much less a problem because the principle of self-help is applied extensively under the watchful eyes of a competent staff. In the book stack are more than a hundred carrells. On the fourth floor are 16 seminars which serve also as graduate study rooms. On the fourth floor, too, are 40 faculty studies—separate private rooms, which are, in the words of several of our scholars, the finest improvement on the campus in their lifetimes.

At this point one or two misconceptions about the divisional plan should be cleared away. Is the divisional plan expensive? Isn't it more expensive to operate than a traditional library? The answer is, no! The cost of a competent public service staff is directly related to the size of the student body, to the length of the schedule of hours of public service, and to the quality of the service program. Many libraries are trying to do too much with too few. The reference librarian is expected to cover all fields of knowledge. A divisional librarian restricts his service to a broad but limited field of knowledge, and with correspondingly greater competence. One should bear in mind, too, that there is no prescribed number of divisions and reading rooms. A divisional plan can be set up and operated in one room. Or, if circumstances seem to warrant, it can be set up in three, or six, or some other number of divisions.

Finally, how about the cost of duplications? To this we would say that no more duplication is implied in the divisional plan than would be necessary for adequate service under any other plan or organization. Many libraries appear to be reluctant to face the cost of necessary duplications.

Through training and experience librarians in the divisional library must acquire sound academic judgment and must exercise broad professional competence. They must be recognized as bona fide members of the academic community.

The organization and direction of a library division call for imagination and creative energy. The public service staff in a divisional library must be adequately trained in subject matter and in librarianship. The humanities librarian, for example, does not need to know more than any citizen should know about atomic energy or federal reserve banks, or about the sources of such information. But he must be deeply interested and widely read in all language and literature, in philosophy and the fine arts. It is highly desirable that the humanities librarian and his staff have at least master's degrees in the subject matter of the division. And in the same breath let us mention that a master's degree in librarianship is indispensable.

Theirs is not custodial work. These librarians must be competent to a high degree in the educational process. Their work requires that they be educators. In this, their professional and academic attainments must be matched with mature and pleasant personalities. Under their general supervision the housekeeping chores are delegated to clerical employees, to student pages, and to building custodians.

Into the hands of the divisional librarian and his staff flows the entire book selection process. Daily conversations with members of the faculty over the development of the collections have become a regular if not a routine activity. Assistance to students at all levels and to the faculty in the interpretation of the collections—that is, help in finding what they need—is a continuous process. Staff assignments are limited only by the boundaries of broad fields of subject matter, such as the humanities or the social sciences, and never by the format of books, or by their imprint, or by the accident of their

location in reading room, book stack, or branch library. In order to assure a careful correlation of all the book collections and related library services we have subordinated all departmental and laboratory libraries to their appropriate divisions. The chemistry, physics, botany, zoology, and geology libraries are, therefore, administratively supervised by the head of the science division. With respect to our principal branch libraries in law, medicine, and agriculture, the relationship is defined as a staff rather than a line relationship.

The public service staff in the divisional library is recruited for broad competence in librarianship and in subject matter. Similar competencies are highly desirable in the technical services, in solving difficult problems in bibliography, and in the cataloging and classification of materials. Only a few of the larger libraries can afford to duplicate such qualifications between the public and the technical services. We believe that a better solution lies in assigning the same staff to both of these areas, and this we have done at Nebraska. Our public service staff catalogs and classifies all books and assists with difficult problems in bibliography in the order department. We believe that the reference librarians become competent in bibliographical knowledge and technique through experience in cataloging. We believe also that catalogers produce a more usable catalog when they have the continuous experience of helping students and faculty to find materials.

It must be obvious by now that the staff that participates in divisional librarianship as described in this paper must be or must become competent to a high degree in the educational process. It is our hope that their academic and professional growth are continuous. They are daily engaged in library operations of a wide variety and with student and faculty contacts of widely varying degrees of intensity and difficulty. Such a staff soon becomes an indispensable part of the academic community and academic activity tends to center in the library.

It only remains then to recognize these librarians in their true role as educators. At Nebraska all librarians are members of the faculty and all have appropriate academic rank. Some 15 or more are *bona fide* members of the University Senate. They serve on various university committees. Several have recently achieved the rank of associate professor and now have tenure.

Conclusion

The divisional plan can consist of two or three reading rooms, with books on open shelves and a staff employed to watch them and with everything else in the library as usual. On the other hand, the divisional plan can become the basis for a new and expanded plan of library service throughout the university—a new philosophy of librarianship. The ultimate implications of the divisional plan at Nebraska have led to a broad view of our individual responsibilities and have led each of us into the practice of librarianship "clear across the board." In so doing it was inevitable that we have closed ranks with the faculty and now work together in a common cause.

By WILLIAM S. DIX

Undergraduates Do Not Necessarily Require A Special Facility

Dr. Dix is librarian, Princeton University.

All of this has a strangely familiar feeling, like one of those recurring dreams in which one walks through a haunting landscape amid reflected faces and echoing voices. I hear my own voice coming back to me: "For the library of less than a half million volumes in the smaller institutions to adopt any system which permits students to use anything less than the total collection seems just a bit foolish." Then I remember

that at another hot meeting in New York almost exactly three years ago we went all over this same ground. Only the faces on the platform are different—except, alas, my own.

I was then at the Rice Institute, and I described briefly how about 1,200 undergraduates were served by a collection of considerably less than a half million volumes with no special provision for undergraduates. Now I am at Princeton, trying to serve about 2,900 undergraduates with about a million and a quarter volumes. If I could just say that I had changed my opinions, I might have something to talk about. Unfortunately, I have not. If I were really honest, I should simply refer you to COLLEGE AND RESEARCH LIBRARIES, volume XIV, number 3 (July, 1953), pages 271-72, and ask you to read there what I said three years ago, multiplying as you read all of the figures by three. Then I could sit down and both of us would be better off.

Actually, I am not quite that honest, and I'll try to say the same thing in different words. My own feeling is simply that for purposes of education and for purposes of research the larger the collection the better, within reason, if it is well arranged and if other conditions are optimum. Today, based on my own experience, I'll interpret "within reason" to be less than a million and a half volumes. This is *not* the best system for quick reference, but I take it that our business in the university library is either education or research and that we shall naturally take care of the quick reference function by a careful selection of certain handy tools for some sort of reference room. I take it also that the process of undergraduate teaching—at least insofar as the library is concerned—is improved as its methods approach those of research. One may *indoctrinate* and even *train* by lecturing at large groups of students and having them memorize facts from a textbook, but one can *educate* better by turning them loose in a good library and letting them really learn under the careful guidance of mature scholars. These are my premises.

Now for the confessional aspects of the program, the feature we always seem to come to: "This is what *we* do." It is my understanding that Princeton has always had essentially open stacks from 1756 when the library occupied a little room on the second floor of Nassau Hall—even though the whole library was open only one hour one day a week and no frivolous reading on Sunday. Similarly, it has always been first of all an undergraduate college, with 2,900 undergraduates and 500 graduate students today. Variations from the concept of the unified single collection have been in the direction of special facilities for advanced work rather than for the undergraduate. Some ten subject field collections outside the main building have developed, always because of geographical convenience and the needs of research, principally in the pure and natural sciences. Within the building are a number of other special collections housed in graduate study rooms, almost all duplicated in the main collection. A few special interdepartmental programs for undergraduates have separate collections, but here again all duplicated and designed primarily for advanced work. The process of fragmentation at Princeton has been from the top down, rather than from the bottom up.

This, I think, follows the structure of organized knowledge; as the cliché has it, "the scholar is a man who knows more and more about less and less." At least to the extent to which this is true, it seems sensible to divide, if at all, along the lines of the scholar's interests. To divide at the other end of the scale, where we aim at "general education" or whatever is the popular term at the moment, seems to me just a bit more of an expedient than a virtue. At least, I am fairly confident that the next big division at Princeton will be again at the top: the segregation of seldom-used books into some sort of compact storage area.

Does it work? I can only say that I think so, in the absence of any statistics. I know that I pick up more expressions of dissatisfaction from our graduate students than from our undergraduates, who do use the library with considerable intensity.

Having said all of this, and sounding perhaps as if my notions were absolute dogma, let me add that I am not at all sure of my conclusions. I happen to have spent all of my professional life as a librarian and a considerable part of my life as a student,

teacher, and semi-scholar in collections managed as I have indicated. I have found them satisfactory and considerably more usable than the fragmented libraries in my personal experience. Perhaps I am rationalizing.

I really suspect that the range of performance between different systems of organization—unified collection, divisional plan, special undergraduate collection, or what you will—is considerably less than the difference in performance caused by a host of other factors, and further that we are talking solemn nonsense when we pretend that there is much science at work in the selection of any form of arrangement.

The essential thing is that the good library develop through the years to meet ever more precisely the needs of its constituents. In special situations, like the wonderfully special one at Harvard, of course a Lamont Library is a great idea. In other special situations it might be utter nonsense. I'm afraid that we don't have any coherent body of theory to argue about, only details, which are less fun but usually important.

By FREDERICK H. WAGMAN

The Case for the Separate Undergraduate Library

Dr. Wagman is director of libraries, University of Michigan.

Discussion of the advisability of special libraries for undergraduates occurs earlier in the literature of librarianship than is generally supposed. In 1608, when Thomas James was appointed to Bodley's Library, he proposed the establishment of an undergraduate library to help the younger students. But Sir Thomas Bodley was opposed, and wrote him:

> Your deuise for a Libraric for the yonguer sort, will haue many great exceptions, & one of special force. That there must be an other keeper ordeined for that place. And where yow mention the yonguer sort, I knowe what bookes should be bought for them, but the elder as well [as] the yonguer, may haue often occasion to booke vpon them: and if there were any suche, they can not require so great a rowme. In effect, to my understanding there is muche to be saied against it, as vndoubtedly your self will readily finde, vpon further consideration.[1]

Three hundred and forty-seven years later there is still "much to be said against it." Certainly, the size of the university, the educational aims of the institution, the nature of the curriculum and of existing library facilities, the pattern of instruction followed by the faculty, the extent of the book collections, the geography of the campus, the availability of libraries in halls of residence are all considerations that must be taken into account by any institution that considers the advisability of establishing a separate undergraduate library.

Justification for the separate undergraduate library may be offered on two levels. One involves the argument of practicality. In some situations the problem of providing adequate physical facilities for library service to undergraduate students may be solved most efficiently and even economically by a separate library. The other justification is more theoretical and relates to the rôle of the library and the librarian in the education of the undergraduate student. If the latter seems to us more difficult to defend, the cause may be an unconscious diffidence on the part of librarians regarding their own importance for the educational process.

Existing patterns of library service for undergraduate students are extremely diversified. At one end of the scale are the notable libraries found at some of the small liberal arts colleges, where the collections have been highly selected and developed over a great many years with a view to serving the requirements of the college student and the needs of his instructors for materials

[1] *Letters of Sir Thomas Bodley to Thomas James*, edited by G. W. Wheeler (Oxford, Clarendon Press, 1926), p. 183.

to support the work of instruction. Here, in the best examples, the library is an important adjunct to the teaching program. The reference staff devotes considerable effort to helping the individual student find his way to books that will relate to his course work and broaden his interests. The student is conscious of few barriers between him and the books. The faculty members are aware of the library's educational potential and take it into account in planning their courses, frequently consulting with the librarian, whom they regard as a member of the teaching staff. The emphasis at such institutions is on teaching rather than on research. The liberal arts, humanistic tradition is strong here and stresses the importance of books and reading in the process of education.

At the other end of the scale is the library of the behemoth university which developed during the past century under the influence of the German university pattern. Here the emphasis is on research and publication to a far greater extent. The faculty is interested for the most part in its advanced courses. As far as the undergraduates are concerned, the library often is not closely integrated with their instruction and is usually not well adapted to their needs. The functions of such a library are diversified since it must serve students in the professional schools, the faculty, graduate students, and staff members of research institutes. The undergraduates comprise a heterogenous group, ranging from the student who hopes to acquire a liberal education in four years to the student who is training himself to manage his uncle's drug store and is impatient with the general education requirements of his curriculum. Here, also, the liberal arts tradition is cherished within the literary college but that college is, to a certain extent, the servant of the professional schools and must adapt some of its courses to the special requirements of those schools.

The reputation of such a university usually rests less upon the quality of its instructional program for college students than it does on the international renown achieved by its scholars and research staff. The faculties of such universities usually demand that the library maintain the quality of its research collections, even when this limits expenditures for multiple copies of books that might be useful in undergraduate instruction. As a consequence, the teaching of undergraduates frequently relies, to a far greater extent than is wise, on textbooks and canned material. The collections of such a library are huge and its catalogs are complex. The books are usually shelved compactly in stack areas to which it is unfeasible to admit the thousands of undergraduates. Moreover, large segments of the collections are dispersed among divisional and departmental libraries, which exist to make the use of books and journals more convenient to research workers, and some parts of the collections are usually in storage.

Apart from these inherent disadvantages of the very large university libraries, it must be remembered that the tax-supported universities which cannot fully control their enrollments are facing the prospect of a tremendous increase in their campus populations within the next 15 years. Relatively few of the larger universities are blessed with library facilities adequate to meet the demands of present student bodies and the problem of providing meaningful service to undergraduate students is likely to yield, ten years from now, to the more pressing problem of how to provide any service at all for the entire group.

Despite the handicaps just enumerated, the large university must try to offer the benefits of the good small college library for its undergraduate students. It may never succeed fully in this aim since reading and study are not mass activities. They flourish in solitude, not in concert, and it is difficult to make books and library services available to thousands of students in an atmosphere conducive to study and reflection. But the university's obligations with respect to the general education of the undergraduates as well as their specific course work compel it to rely heavily on the library. For the humanities and the social sciences, the library serves as laboratory. The course work in these fields should be planned in terms of extensive reading. Textbooks, anthologies, and syllabi have serious shortcomings as a substitute for the original full-length works on which they are based. Lectures are extremely useful in organizing and outlining

information and in stimulating the student to read and investigate on his own, but in all subject fields other than the sciences, mathematics, and elementary language training the undergraduate curriculum must depend heavily on good books.

With respect to the general liberal education of the undergraduates, the university must make a determined effort to counteract the frightening phenomenon of our age that Clifton Fadiman calls "the decline of attention." It must try to resist the displacement of the students' faculty of attention "away from ideas and abstractions toward things and techniques"; to offset the constant indoctrination of the student by society "with the virtues of . . . attentiveness to things, techniques, machines, spectator sports, and mass amusement."[2] The job of the university teacher is to start the student on the process of self-education through attentive reading of the works that represent the best expression of our wisdom and creative imagination. The aim of the college education should be "to provide all students with a broad intellectual experience in the major fields of knowledge and to insure that every graduate has a personal experience with the content, methods, and system of values of the various disciplines by which men try to understand themselves and their environment."[3] For this the right books must be available, and the students must be induced to read them. I say "induced" advisedly, for the majority of undergraduates are not motivated to read.

The problems encountered in educating undergraduates at our largest universities do not derive solely from the great size of these institutions. Some of these universities maintain as high a ratio of teachers to students as do very small colleges. If the educational experience of the average undergraduate at a large university is inferior to that enjoyed by his counterpart at the small liberal arts college, the reason may be sought partially in the fact that the larger institutions seem to find it difficult to influence their students to read. To some extent this may be the fault of the library, which at some institutions has been relatively passive as regards its profound obligations to the undergraduate.

In order to stimulate or induce the undergraduate to read books that require attention and mental effort on his part, it is essential that such books be made attractive and easily available to him. How shall this be done?

It has been suggested that every student be required to buy himself a private library. This is an excellent idea but we cannot expect most students to buy any significant number of the books that they should read, become familiar with, or examine in the course of their four years at college.

Another solution often mentioned is the dormitory or house library. These have the virtues of smallness and of convenience. At a large university it is questionable how many such dormitory libraries the institution can afford to maintain if any of them are to be adequately stocked and managed.

A third solution is the absorption and distribution of undergraduate library services within the whole service complex provided by the main generalized library and its subject-specialized branches—the existing pattern at most universities. The defects of this arrangement for the very large university are exemplified by the present situation in which the University of Michigan finds itself.

The University of Michigan has an enrollment of 10,500 undergraduates, and more than 7,000 graduate students. There are, in addition, several thousand staff members with library privileges. The general library building book stacks are crowded by approximately 1,200,000 volumes and the same number of volumes are dispersed among 22 divisional and departmental libraries, four study halls for undergraduates, and three graduate reading rooms. The Literary College has 6,000 undergraduates for whom specifically there are provided far less than a thousand library seats and one open-shelf collection of approximately 3,000 volumes. All but a few of the divisional libraries are required to serve undergraduates as well as graduate students and faculty. Audio facilities for students of music literature and music appreciation, and for listening to recorded drama and poetry, are inadequate. There is

[2] Clifton Fadiman, *Party of One* (Cleveland: World Publishing Company, 1955), p. 355.
[3] University of Michigan, *General Register*, Section II, 1954, p. 24.

little exhibit space. In order to maintain the qualitative level of the research collections, the library committee of the Literary College has ruled against the purchase of more than three copies of any one book at the request of any one department. The existing study halls discourage reading because of their uninviting character and the paucity of their collections. Over 4,500 graduate students and staff members have stack passes in the main building, and it is impossible to admit undergraduates to the stacks except on Sunday, or in unusual cases.

Because it has not been possible to buy multiple copies of books, nor to give them shelf space, nor to provide adequate reading space for the students, the faculty has been relying more and more heavily on textbooks for the course work. This situation, the dean of the Literary College and a considerable percentage of the faculty find deplorable. It is quite possible at present for a student to spend four years as an undergraduate at the University of Michigan without once entering the general library building.

The inadequacies of existing library facilities have a serious effect also on the service provided for the graduate students and faculty. Since the undergraduates must make use of the divisional, specialized libraries, these have a divided function. Their staffs must spend a high percentage of their time serving the needs of the undergraduates and are free to develop relatively few services for advanced students.

The administration of the University of Michigan has been aware, for some time, that its library has not been contributing as it should to the intellectual development of the undergraduate student. It has realized for some time also that by 1970 there might be 20,000 undergraduates enrolled at the University of Michigan and that expansion of library facilities is a matter of extreme urgency. As a consequence, it has given the program of library development a high priority and has been strongly supported by the Board of Regents and by the State Legislature.

In planning for the future, it soon became evident that modification of the existing pattern of library services would be necessary. The general library building is so situated that no significant expansion of it is feasible. On the other hand, many of the colleges of the university are scheduled to have new and larger buildings in which it will be possible to provide spacious divisional libraries. A number of these colleges are to be removed to a new campus four miles from the original 40 acres. The principle is firmly established at Michigan that campus expansion will not be inhibited in order to keep library services centralized. The library system simply must provide service where it is needed.

These various considerations led to decisions that transform necessity into virtue. The divisional libraries are being strengthened and given full custodial responsibility for the materials in their disciplines. They will become almost exclusively graduate research libraries. The general library building will remain the administrative and technical services center for the university library system and also the graduate research center for the humanities and for most of the social sciences. Little used material is already being drawn off from the general library and the divisional libraries to a stack building on the new campus.

It was clear by 1951 that additional new facilities would have to be developed for the undergraduates. The idea of providing scattered study halls for the undergraduates to supplement those already in existence was promptly rejected. Such study halls have been unsuccessful at Michigan in the past. No one of them contains an adequate library collection or sufficiently diversified services. Moreover, the cost of providing enough seating space in such rooms would go far toward paying for a much better library for undergraduate use.

The possibility of furnishing libraries within halls of residence also was rejected because of the rather staggering fact that the undergraduates already reside in 19 residence halls (three of which are enormous and comprise 20 houses), in 64 undergraduate fraternities and sororities, and 13 "league houses." This excludes the many private rooming houses and cooperative houses and does not take into account the men and women who live at home or commute.

There seemed to be no hope of caring for both present and future undergraduate library needs without erecting a new and sepa-

rate library building. At the same time, it seemed likely that by concentrating the books and other materials needed by the undergraduates in one building, by providing as many copies of each book as are needed, and by employing an energetic staff to work intelligently with both faculty and students, it should be possible to relate the library more closely to the students' course work and to the interests stimulated in the classroom, and to induce the student to give more attention to books that exercise the intellect and the imagination.

Planning of such a separate library began in 1953 and the working drawings are now being prepared. The separate undergraduate library seems to me the most practical answer to Michigan's pressing problem but it has an even more profound justification in educational terms. The new library will give the faculty members much greater freedom to shape their courses as they should. At the same time it will serve as an intellectual center for the undergraduates. The building will be designed, frankly and unashamedly, to induce the students to enter it and read. It will offer a collection of the best books produced by our civilization, exhibits of various kinds, facilities for listening to music, recorded drama, and poetry, facilities for viewing documentary films and for student participation in discussion groups. It will provide, we hope, a quiet, inviting atmosphere for study and reflection. It will, if we succeed, give the undergraduate student a proprietary feeling toward it, the impression that the staff, the collections, and the facilities are all adjusted to serve him specifically and to enable him to make the most of his educational opportunities. The books he needs, as well as all those his teachers think he should be exposed to, will all be convenient and accessible in open shelves rather than dispersed over the campus, and there will be an adequate number of copies to support assignments made by his teachers, either as required or suggested reading.

This library will seat approximately 2,500 students with ease, ample space for the present undergraduate population. For the time being, and probably for the next ten years, an engineering library will occupy two floors. Within the next 15 years, the School of Engineering and several of the other professional schools will move to the new campus. By that time there may be 12,000 undergraduates in the Literary College alone and the two floors of the undergraduate library building initially devoted to the engineering library will become available for the increased number of undergraduates in the Literary College.

Administratively, this library will be under the direction of the University Library, whose technical services departments will acquire and catalog the books for it. The staff of the undergraduate library will be concerned exclusively with book selection and custodial and reference services. We hope to persuade the teaching faculty to work closely with the staff in terms of developing reading lists and exhibits, and in encouraging use of the library through classroom stimulation, and assigned and suggested reading.

The most difficult problem that we face, of course, is the question of book selection. For this the help of almost the entire teaching staff of the Literary College has been solicited. Funds have been provided to pay part of the salaries of approximately seven members of the Literary College faculty who will work with their colleagues and the library staff to elicit and coordinate recommendations for inclusions in the collection. Each department of the Literary College has begun checking the catalog of the Lamont Library, the catalogs of various publishers, and the reading lists presently used by the departments. This is being done also by the staffs of all the other colleges that have an undergraduate enrollment, since their students also will use this library, at least until they move to the new campus. Each member of the faculty is being asked to re-think his method of instruction in terms of making the best possible use of the future undergraduate library and to suggest the books and periodicals that he feels should be available in the collections, including not only those that he will require his students to read but any others in which he would like to interest them. Several departmental libraries which exist chiefly to serve undergraduates are also being carefully weeded by the departments concerned, and existing print and phonorecord collections used in the instruction of undergradu-

ates will eventually be moved, after weeding, to the new building. It is likely that, apart from the engineering collection, the content of the undergraduate library will total between 100,000 and 150,000 volumes.

The plans do not include a separate reserve book room despite the fact that all required reading material for courses which include undergraduates will be kept in this library. Provision is being made for a limited, controlled collection of reserve books against the possibility that some required reading may simply not be available in an adequate number of copies. For the most part, however, required or collateral reading which must be provided in multiple copies will be kept in its proper place on the open shelves, the spines of the books marked to indicate that they may be charged out only overnight.

Final arrangement of the books has not yet been settled. The site for the building and the space requirements have governed its shape and the number of stories, but it is completely flexible and it should lend itself to arrangement of the books in a divisional pattern.

We have not planned for a separate browsing collection. In a broad sense, the entire collection will be a browsing collection for the whole campus. The library will contain not only the best books of the past but those of the present, since it is our firm belief that the students' education not only should give them a sense of history but should make them aware of the best current thinking on the issues and life of our times.

It is not intended that the undergraduates be restricted to this building. On the contrary, it is hoped that their experience in the undergraduate library will stimulate them to make advantageous use of the research collections. They will be welcomed at all branches of the library system when they have a serious purpose in using them.

The solution that we have adopted may not be viable on many other campuses. I am certain, however, that it will help the library share in importance and effectiveness with the inspiration of good teaching in educating the undergraduate students at the University of Michigan.

The Map Information Office

(Continued from page 134)

can be obtained on specific request if copies are still available. Also, as you have probably observed, new editions of the state indexes are being issued much more frequently than in previous years. It is suggested that a careful check of your collections be made to assure that they are up to date, especially in regard to maps of your local area.

Whatever your most perplexing map problems are, whether they concern map acquisition, the maintenance of your collections, or the supplying of specific map data for professional and technical requirements, our office is always glad to be of assistance. Although we do not attempt to maintain file copies of all maps and related publications issued by government and private groups, we can generally advise what coverage is available for a specific area and where it can be obtained. Often, too, we can supply, or direct you to the source of the information required to answer, many of the seemingly intricate requests for map data. This service is available to all who wish to take advantage of it.

The Map Information Office is always eager to learn about appropriate material that may have been overlooked, and we welcome any suggestions that you wish to make as to how we can improve our service to you and to the users of libraries.

By EDNA MAE BROWN

New Periodicals of 1955—Part II

Miss Brown is head, Serials Section, Descriptive Cataloging Division, Library of Congress.

THE NEW PERIODICALS launched in 1955 which have been examined for inclusion in the list which follows vary widely in subject and in country of origin. The most interesting and probably the most important are those which treat of the political and social developments abroad.

POLITICAL AND SOCIAL QUESTIONS. The *Asian Recorder* from Delhi is a weekly digest of outstanding Asian events. *Eastern Europe's Monitor* published in Munich claims it will "set out objectively the conditions that obtain behind the Iron Curtain" as well as "unmask the assertions of Communist-Bolshevist propaganda." *Indian Affairs Record* will provide authoritative information on Indian affairs for the public and Indian leaders. *The Indian Journal of Public Administration* aims to promote the study of public administration in all its aspects and provide a forum for exchange of information and views. *Monatsblätter für freiheitliche Wirtschaftspolitik* treats of such matters as "Weniger Regieren," "Altersvorsorge individuell oder kollektiv?" and "Ist die Eisenbahn noch zu retten?" *Mundo Social* from Spain has as its aim the preservation of individual liberties and the improvement of the condition of the working class. *The Next Step, Federation's Future* will deal with the problems of the federation of Rhodesia and Nyasaland. *Quest* from Bombay has the subtitle "a Bi-monthly of Arts and Ideas." Its aim is the defense of intellectual freedom. *The Weekly Observer* published in Cairo aims to provide a link between Egyptian finance, industry, and trade and similar organizations abroad. Included will be market reports, statistics on imports and exports, notices of investment opportunities, etc. Concerned with one of America's big problems is the *NPPA Journal* published by the National Probation and Parole Association to study the causes of, and evolve methods of eliminating, juvenile delinquency. *Midstream* will study and discuss the problems confronting the Jews in the world today. Such articles as "Toward Arab-Jewish Peace," "The North African Drama," "Dachau—1955," along with book reviews, two short stories and a few poems make up the first issue.

PRESS. *Gazette* from Leiden as its subtitle states is an "International Journal of the Science of the Press." It is to be the means of securing an international exchange of experiences and interpretations of the problems of the press. Such questions as how do people obtain information about the events of their times, how do they form an opinion about these events, and how and in what way is their opinion influenced are to be discussed. *Press & Politics* published in Washington is designed for use by teachers and students of political science and international relations in American colleges and universities. Each issue will include the full text of editorials or articles on current international problems translated from important newspapers and periodicals of the world along with editorials on domestic and foreign issues reprinted from a number of the outstanding newspapers in this country.

PUBLIC RELATIONS. *PR, the Review of Public Relations* is published by the American Public Relations Association.

BIOGRAPHY. Ben F. Crowson has started the quarterly publication *Military Leaders of Latin America*. He calls attention to the fact that in the year 1955 over half of the Spanish-speaking nations of the world were ruled by army officers, some elected by democratic means and others supported by the armed forces. The first issue of the journal contains sketches of Batista, Perón, Trujillo, Eisenhower and others less well known.

GENEALOGY. *The North Carolinian* is a

quarterly journal of genealogy and history edited and published in Raleigh by W. P. Johnson and R. E. Bidlack. Its aim is to publish reliable genealogical source material on North Carolina.

LIBRARIES. The *Asociación Costarricense de Bibliotecarios* launched a *Boletín* in June to publish news of the association, new developments in library techniques and book notes.

BIBLIOGRAPHY. The editors of the new English journal *Books and Bookmen* are going to sift and sort new books and authors and report upon them in order to guide readers in their selection. In the first issue J. B. Priestley writes about his own book "Journey Down a Rainbow" and David Millwood writes about Priestley as the "Magnificent Grumbler." Francis Brett Young is the subject of "Fashion Passed Him By." Foreign books are noted in the section "Books and Bookmen Abroad." *Mirador* published in Mexico hopes to "sift" and "sort" also, in order that foreign readers will have a guide in selecting Mexican books. An important feature of this journal is the section "Con la Tinta Fresca" where the selected new books are reviewed. As the title of the Caracas journal *Viejo y Raro* indicates, the principal articles in this journal describe old and uncommon books. A bibliography of Venezuelan bibliographies is running serially in the first few issues.

LITERATURE. The most descriptive article of *Antilliaanse Cahiers* is "Literatur in de Nederlandse Antillen" written by the journal's editor, Cola Debrot. *Boston University Studies in English* will contain critical and research studies on English and American literature. It will not be limited to the work of Boston University writers. The *Central Asiatic Journal* published at The Hague is an international periodical for the languages, literature, history and archaeology of Central Asia. The Ministry of Culture of El Salvador began the publication of *Cultura* to give impulse to Central American culture as well as to report on the work of the department. It is hoped there will be contributors from all the republics. Among the articles in the first number are those on Calderón, Pío Baroja, Unamuno and three modern Guatemalan poets. *Mujer* from Guatemala is probably improperly classed as literature although it does contain fiction and poetry. It is a woman's journal with fashion and society notes. *Orient Review and Literary Digest* is published in Calcutta but may be secured through a New Haven, Connecticut, agent. The editors claim it will be "a cultural, non-partisan journal," with emphasis on the literary function.

PHILOLOGY. *Sprachforum* is a scholarly quarterly published in Münster, Germany, which will treat of all phases of philology.

PSYCHIATRY. *The International Journal of Social Psychiatry* is concerned with the treatment of mental illness through social psychiatry and group therapy. *Psychotherapy* is the journal of the Robbins Institute of New York. It will report on psychiatric cases and treatment.

PARAPSYCHOLOGY. *Parapsicologia* from Rome includes articles, book reviews and notes.

ALCOHOLISM. *International Journal on Alcohol and Alcoholism* is the official organ of the International Institute for Research on Problems of Alcohol. Contents are in English, French, German, Italian and Spanish and deal with specific problems, achievements and statistics. Bibliographies are included.

SCIENCE. The papers in the first issue of *Biologia* published by the Biological Society of Pakistan are based on the result of research and study of the faculty of Pakistan universities and treat largely of local biological subjects. *Folia Scientifica Africae Centralis* will present in French or Afrikaans reports followed by résumés in English of the research program of the Institut pour la recherche scientifique en Afrique Centrale. The field of *Journal of Electronics* is broadly described by its subtitle "Being Devoted to Electron Sciences." Articles are technical, are written by research workers in industry and universities and are accompanied by bibliographies.

ANTHROPOLOGY. Another international journal is *Antiquity and Survival* published at The Hague and available through

Stechert-Hafner in New York. Number two, the only issue available for examination, contains articles on the formation, development and human occupation of the Zuyder Zee Territory, the peoples of the Magellan Archipelagoes and Rumanian folk art. There are excellent illustrations.

ENGINEERING. The utilization, treatment and disposal of industrial wastes is the field of *Industrial Wastes*. "A Solution to the Cotton Sizing Wastes Problem," "Plating Waste Treatment and Chrome Recovery" and "Disposal of Organic Chemical Wastes to Underground Formations" are titles of representative articles of volume one, number one. *RCA Engineer* is to be written by and for the engineers of RCA. Technical, illustrated articles are based on the research and discoveries of engineers and scientists throughout the corporation.

HI-FI. *Audiocraft* is a new how-to-do-it magazine for home sound reproduction.

CIVIL DEFENSE. The *Civil Defender* is to assist persons with home defense responsibilities, political leaders who have the responsibility of national preparedness, and disaster control personnel. The contributors will be specialists. There will be summaries of directives and legislation and technical data on new products and equipment.

RESEARCH. *Discovery* will report to the laymen on all the various kinds of research conducted at the University of Melbourne. To inform Brazilians and others of what is being done in scientific research in Brazil the *Instituto Brasileiro de Bibliografia e Documentação* is publishing *Boletim Informativo*. The activities of the Instituto Nacional de Pesquisas da Amazona and the Instituto de Matematica Pura e Aplicada are two features of the beginning number. Also from Brazil comes *Económica Brasileira* with the aim of encouraging practical and theoretical economic research in Brazil. Reviews of Brazilian and foreign books are included. The editor and publisher of *Research & Engineering* state in a prospectus in the first number of their journal that "industrial research is now advancing at a rate which can only be described as explosive." Top management in industry now includes an executive group of technically trained men who are the managers of research, design and development. The new journal is intended to keep this group abreast of basic technological advances in all phases of industrial science.

MANAGEMENT. *Supervisory Management* published by the American Management Association aims to help foreman or supervisor in plant or office to do a better job. Volume one, number one, indicates a practical, helpful journal.

SALESMANSHIP. *The American Salesman* will publish stories by good salesmen of their best methods.

LAW. The first issue of *Osteuropa-Recht* published in Stuttgart contains articles on Russian ideas on private and international law as applied in the satellite countries, the Constitution of the People's Republic of China, and the law dealing with personal property of Soviet citizens. *The Student Lawyer Journal* published by the American Student Lawyer Association hopes to introduce law students to the professional problems and responsibilities they will face upon admission to the bar. Included in the initial issue were such articles as "The Law as a Calling," "A Survey of European Law Study" and "Legal Aid and the Law Student."

Periodicals

The American Salesman. 49 West 57th St., New York 19. v.1, no.1, September 1955. Monthly. $5.

Antillianse Cahiers. De Bezige Bij, van Miereveldstraat 1, Amsterdam. v.1, no.1, July 1955. 4 no. a year. fl.10.

Antiquity and Survival. Stechert-Hafner, Inc., 31 East 10th St., New York 3. no.2, July 1955. 6 no. a year. $5.50.

Asian Recorder. National Printing Works, Delhi. v.1, no.1, January 1/7, 1955. Weekly. Price not given.

Asociación Costarricense de Bibliotecarios, Boletin. Apartado I.I., San José. v.1, no.1, June

1955. Frequency and price not given.

Audiocraft. Audiocom, Inc., Great Barrington, Mass. v.1, no.1, November 1955. Monthly. $3.50.

Biologia. Biological Society of Pakistan, Biological Laboratories, Government College, Lahore. v.1, no.1, June 1955. 2 no. a year. Rs.15.

Books and Bookmen. Hansom Books, 21 Lower Belgrave St., Buckingham Palace Road, London, S.W.1. v.1, no.1, October 1955. Monthly. 20 s.

Boston University Studies in English. The Department of English, Graduate School, Suite 17, 236 Bay Street Road, Boston 15. v.1, no.1/2, Spring/Summer 1955. Quarterly. $4.

Central Asiatic Journal. Mouton and Co., The Hague. v.1, no.1, 1955. 4 no. a year. Price not given.

Civil Defender. Box 1641, Mobile, Ala. v.1, no.1, August 1955. Monthly. $4.

Crawson, R. F. Military Leaders of Latin America. Box 6188, Washington, D.C. no.1, 1955. Quarterly. $3.

Cultura. Departamento Editorial del Ministerio de Cultura, Pasaje Contreras Nos. 11 y 13, San Salvador. no.1, January/February 1955. Bimonthly. Free?

Discovery. Melbourne University Press, Melbourne. no.1, 1955. Frequency not given. Free?

Eastern Europe's Monitor. Am Einlass 5, München 5. no.1/2, July/August 1955. Monthly? Price not given.

Econômica Brasileira. Alvaro Albim 48, Rio de Janeiro. v.1, no.1, January/March 1955. Quarterly. Cr$120.00.

Folia Scientifica Africae Centralis. Institut pour la recherche scientifique en Afrique Centrale, Bukavu, Congo Belge. v.1, no.1, March 1955. Quarterly. 75 fr.

Gazette; International Journal of the Science of the Press. H. E. Stenfert Kroese N.V., Leiden. v.1, no.1, January 1955. Quarterly. fl.15.50.

Indian Affairs Record. Orient Longmans, Ltd., 17 Chittaranjan Ave., Calcutta. v.1, no.1, February 1955. Monthly. Rs.18.

The Indian Journal of Public Administration. Indian Institute of Public Administration, Sapru House, Barakhamba Road, New Delhi 1. v.1, no.1, January/March 1955. Quarterly. Rs.2/8.

Industrial Wastes. Scranton Publishing Co., 185 N. Wabash Ave., Chicago. v.1, no.1, September/October 1955. Bimonthly. $4.

The International Journal of Social Psychiatry. The Avenue Publishing Company, 9 Fellows Road, London, N.W.3. v.1, no.1, Summer 1955. Quarterly. $5.

International Journal on Alcohol and Alcoholism. Blackwell Scientific Publications, Oxford. v.1, no.1, April 1955. 3 no. a year. 30s.

Journal of Electronics. Taylor and Francis, Ltd., Red Lion Court, Fleet St., London, E.C.4. v.1, no.1, July 1955. Bimonthly. £5 10s.

Midstream. Theodor Herzl Foundation, Inc., 250 West 57th St., New York 19. v.1, no.1, Autumn 1955. Quarterly. $3.

Mirador. Apartado Postal 28568, México 17. v.1, no.1, January/March 1955. Quarterly. $1.

Monatsblätter fur freiheitliche Wirtschaftspolitik. Fritz Knapp Verlag, Frankfurt am Main. no.1, May 1955. Price not given.

Mujer. Imprenta "Hispania," 5a. Avenida 14-48, Guatemala. v.1, no.1, May 1955. Monthly. Q2.

Mundo Social. Apartado 243, Zaragoza, Spain. v.1, no.1, January 1955. Frequency not given. 65 ptas.

NPPA Journal. National Probation and Parole Association, 1780 Broadway, New York 19. v.1, no.1, July 1955. Quarterly. $3.

The Next Step. The Rhodesian Graphic, P.O. Box 1566, Salisbury, Southern Rhodesia. September 1955. Frequency not given. 3s per issue.

The North Carolinian. William Perry Johnson, Box 531, Raleigh, N.C. v.1, no.1, March 1955. Quarterly. $3.50.

Orient Review and Literary Digest. P.O. Box 571, New Haven 3, Conn. v.1, no.2/3, September/October 1955. Bimonthly. $4.

Osteuropa Recht. Deutsche Gesellschaft für Osteuropakunde, Deutsche Verlags-Anstalt, Hospitalstrasse 12, Stuttgart. v.1, no.1, March 1955. 2 no. a year. DM5.

PR. American Public Relations Association, 1010 Vermont Avenue, N.W., Washington 4, D.C. v.1, no.1, October 1955. Quarterly. $4.

Parapsicologia. Presso Fratelli Bocca Editori, Via Flaminia 133, Roma. v.1, no.1, January/March 1955. Bimonthly. L2.500.

Press & Politics. Richard T. Bates, Box 1660, Washington 13, D.C. v.1, no.1, September 1, 1955. Semimonthly. $4.

Psychotherapy. 168-20 Northern Boulevard, Flushing 58, N.Y. v.1, no.1, Fall 1955. Quarterly. $10.

Quest. Army and Navy Building, 148 Mahatma Gandhi Road, Bombay 1. v.1, no.1, August 1955. Bimonthly. $3.

RCA Engineer. Radio Corporation of America, Camden 2, N.J. v.1, no.1, June/July 1955. Bimonthly. Free?

Research & Engineering. Relyea Publishing Corporation, 103 Park Ave., New York 17. v.1, no.1, July/August 1955. Monthly. $10.

Rio de Janeiro. Instituto Brasileiro de Bibliografia e Documentação. Boletim Informativo. Av. General Justo 171, 4°Andar, Rio de Janeiro. v.1, no.1, January/February 1955. Frequency not given. Free?

Sprachforum. Böhlau-Verlag, Münster, Germany. v.1, no.1, 1955. 4 no. a year. Price not given.

The Student Lawyer Journal. American Student Lawyer Association, American Bar Center, Chicago 37. v.1, no.1, October 1955. 5 no. a year. $2.

Supervisory Management. American Management Association, 1515 Broadway, New York 36. v.1, no.1, December 1955. Monthly. $7.50.

Viejo y Raro. Apartado 4654, Este, D. V. Avs. Humboldt y Casanova-Bello Monte, Caracas, Venezuela. no.1, March 1955. Bimonthly. 75c per issue.

The Weekly Observer. 8 Sharia Shawarby, Cairo. v.1, no.1, July 4, 1955. P.T. 500.

By CLOVER M. FLANDERS

Off-Campus Services of the University of Michigan Library

Miss Flanders is chief extension librarian, University of Michigan Library.

UNIVERSITY LIBRARIES, especially in tax-supported institutions, have traditionally supported an obligation to a larger population than the student body. Sometimes this obligation is carried out in services to alumni and former students; sometimes in extensive bibliographic, publishing and book-lending services to the entire state. Some off-campus library service is administered by the extension service through a special bureau using a special pamphlet or book collection separate from the university collection; in other institutions the service may be given by the university library using the regular staff and collection. Some service is free; for some there is a fixed fee; other agencies ask for contributions; still others expect assistance by return postage. Off-campus service is supported in part by fees in some institutions, wholly by the extension service in others, and is completely on the university library budget in still others.

The Library Extension Service of the University of Michigan combines several of these characteristics. The following comments on the development, present activities and future needs of the service may give suggestions to other university libraries interested in initiating or expanding off-campus services.

The report was prepared for the Michigan Council of State College Presidents as part of its survey of the field and extension services of the nine tax-supported institutions making up the Council. It covers the history of the service, the extent of the service to the state at the present time, makes comments on the effectiveness of the service and gives an estimate of the opportunities for future expansion.

I. HISTORY

In a letter dated April 6, 1916, addressed to University President Hutchins, W. W. Bishop, university librarian, stated:

> The University Library, the Municipal Research Bureau, the University Extension Service, and various other departments of the University are continually in receipt of requests for information and for books from the high schools of the state and from other organizations. These requests are largely, but by no means wholly, in connection with debates. The number of these requests and the work involved in answering them have reached the point where it seems imperative that some form of organization should be provided to handle them in an efficient and proper fashion. In fact, the absence of such an organization has already led to many instances of duplication of effort, several professors or departments of the University having received requests for material on the same subject from the same place, and sending letters and pamphlets in answer.
>
> It appears that there is no department of the State Government meeting this need. We have been in consultation with a representative of the State Library who informs us that the State Library has no special department for answering requests of this sort. It would appear that the University Library is the proper agency to undertake this work.

We, therefore, respectfully recommend to the Regents, through you:

First, that an appropriation of $300 be made to cover the purchase of material, (books, pamphlets and magazines), to be used in meeting such requests from high schools and other bodies. A smaller appropriation would suffice after the first year.

Second, that provision be made in the budget of the General Library for an assistant to have charge of the work of answering requests of this nature. A salary of $1,000 is the minimum likely to secure a properly equipped assistant. It would be possible to utilize part of the time of this assistant in the Library.

Because of this need, demonstrated by requests from Michigan residents, the Regents of the University of Michigan "authorized the expenditure of a sum not to exceed $1,000 for these purposes during the year 1916-1917" at the June, 1916 meeting.

Since that time continuous demands have been received from parent-teacher groups, farm groups, women's clubs, civic organizations and students, teachers and administrators in Michigan schools for reading lists, pamphlets, children's books, study outlines and plays. Some estimate of the demands made on the resources of the Library Extension Service is indicated by the following summary of statistics taken from the annual report of 1935-36: For the period 1916-1921, a total of 7,348 packages or units of service; for the period 1926-1931, 43,947; and for the period 1931-1936, a total of 53,738 packages.

During the last five years, 13,696 packages containing 129,628 pieces of material were sent to borrowers. In these years the volume of requests has declined slightly, indicating a gratifying increase in local library service, especially improvement in school libraries.

By 1923, Librarian Bishop reported at an American Library Association meeting that, although the Michigan State Library at Lansing was prepared to carry on "an increasingly large circulation and traveling library service" to the state, there was still demand for the pamphlets and clippings that the Library Extension Service offered to areas in Michigan without good local library facilities.

In 1929, a special grant to the Service from the Children's Fund of Michigan allowed expansion to the state of a children's book service that had demonstrated its worth on a small scale in previous years. In recent years the play-lending service has expanded greatly and the United Nations Service is now ten years old. The school consulting service, established in 1948, and library service to off-campus university students, assigned to this unit in 1949, have added to the responsibilities of the department and to its services to the state.

II. Extent of Services

Package Service

One of the most extensive library services to the residents of Michigan takes the form of packages of pamphlet material dealing with current educational, economic and social problems. These packages are lent for one month. Students, teachers, librarians and administrators of elementary and secondary schools, club women and alumni of the university request assistance in obtaining research material for study projects. During the last year 1,500 requests were received. It required over 2,400 packages containing 23,000 items to fill these requests.

Play Service

Through the courtesy of drama publishers a collection of over 2,000 plays is available on loan for ten-day periods. Schools, libraries, clubs and community theatre groups find this service very helpful and make extended use of the collection. One hundred forty-three packages, usually containing at least ten plays each, were sent out last year. Pamphlet

materials on play production, make-up and costuming were also used extensively.

United Nations Material

Every state has a Volunteer Education Center for the distribution of general information about the United Nations. The Library Extension Service is the center for Michigan. The United Nations Department of Public Information sends current material to the Library Extension Service regularly for loan to Michigan residents. In addition, material is collected through educational agencies and magazines to supplement the material issued by UN headquarters. Club women, schools, libraries and churches borrowed 31 packages on this topic last year. Each year assistance is given to three or four school groups working on model UN assemblies. Large groups of adults are reached through displays of United Nations publications at educational conferences and exhibits sponsored by university units.

Individuals interested in a more detailed study of the structure and work of the United Nations are referred to one of the graduate reading rooms of the University library, which is a depository for official UN documents.

Speech Activities

For many years the Michigan High School Forensic Association has encouraged speech activities in Michigan high schools. The Library Extension Service has cooperated by lending supplementary pamphlet material to the member schools. A bibliography of pertinent material on the annual debate topic is compiled and distributed on request to member schools and to individuals. Free materials on the current debate topic are collected each year in quantity and distributed to members. After the members of the Forensic Association have been served, packages of material are lent to other schools interested in conducting debate and discussion programs. One hundred forty-three schools were enrolled in the debate program last year and received the bibliography and package material automatically. Twenty-three additional schools requested material on the topic.

For the second semester forensic activities catalogs showing sources of speech materials suitable for oratorical work are distributed to member schools. Two hundred forty-one schools were enrolled in the second semester program last year. For original orations the department files are a rich source of up-to-date publications, much appreciated and used regularly by school librarians to supplement their local collections.

Children's Book Service

From 1929 to 1954, the Library Extension Service was able to lend children's books to areas in the state without adequate local library facilities through a special $2,500 annual grant from the Children's Fund of Michigan. The books were lent to rural schools or small village schools and formed a bright spot in the lives of children who otherwise would have no access to the fun of recreational reading. Since April, 1954, the purchase of children's books has been continued on the university library budget as a service to Michigan children. The aim is to reach children beyond the limits of organized libraries, either school or public.

During the last year 83 sets of children's books were used for exhibits; 517 sets, averaging 28 books to a set, were circulated to schools. Circulation statistics are not requested from borrowers, but if only four children read each book contained in each of the 517 sets, some 57,904 circulations would be involved. This is only a small beginning in reaching the 257,000 children in Michigan believed to be without access to local library service.

The children's books are used in many

additional ways which bring to the attention of adults the outstanding publications that children should have as part of their growing years. They are used for exhibits at the Summer Education Conference, the Parent Education Institute, the Annual Conference of the Michigan Congress of Parents and Teachers, for special exhibits in many schools during Book Week, and for special library meetings. Twice a year the Library Extension Service compiles a list of titles of current, outstanding children's books which is distributed at conferences and by mail, on request. About 1,500 lists were used last year as book selection aids by librarians, teachers and parents. Books wanted for radio work and for limited periods for off-campus teaching use are borrowed regularly by the Broadcasting Service staff and teachers in the Extension Division of the University.

Library Extension Services Supporting University Activities

1. *School Library Consulting Service.* For several years one member of the University Library Extension staff has devoted an increasing amount of time during the school year to school visiting, for the purpose of advising administrators and librarians on current practices in school library service. Visits are of two kinds: (1) those requested by the school administrator for help in a specific library problem, such as school library quarters, book selection or book processing, and (2) a visit for the purpose of accrediting the school, either by the university or by the North Central Association of Secondary Schools and Colleges. A total of 94 visits were made by the school library consultant last year, 55 by the consultant alone, 35 with university accrediting teams and four with North Central Association visitors.

Education and library conferences offer another means for the consultant to reach large groups of interested people with suggestions for improved school library service. Eighteen such conferences were attended last year. Public and county librarians have cooperated with the consultant in these area conferences. The school library consultants of the Michigan State Library also work closely with this department in area conferences and workshops, and by an exchange of reports and reading lists.

2. *Book List Service.* For many years the service has compiled book lists on educational topics for distribution to graduates and former students of the university. The university faculty cooperates in the compilation of lists on technical topics. These alumni lists, together with special lists of library and teaching aids, compiled to help teachers, school librarians and administrators, and for distribution to those registered at conferences, offer a real service to individuals. Titles of current bibliographies of general interest have been listed in university publications and are available to anyone on request. During the last year some 2,800 reading lists were distributed to residents of Michigan and alumni of the university in California, Florida, Illinois, Louisiana, Maryland, Massachusetts, Nebraska, New Jersey, New York, Ohio, Pennsylvania, Tennessee, Virginia and Washington.

The department cooperates with the University Broadcasting Service in compiling reading lists of supplementary materials for teachers' manuals for the Michigan Radio Classroom Series.

3. *Exhibits.* Each year the service is asked to arrange exhibits of educational materials on topics covered by conferences sponsored by units of the university. The exhibits consist of pamphlet materials from the service files, supplemented by books from the university library. The majority of exhibits are held in Ann Arbor, but off-campus exhibits can be arranged if the conferences have some educational connection.

Exhibits for the Parent-Education Institute, Pastor's Conference, Adult Edu-

cation Institute, Conference on Aging, Summer Education Conference and Citizenship Conferences are arranged yearly. Special exhibits of children's books and exhibits of material on Michigan, citizenship, and on school libraries are sent on request or are arranged by a staff member involved in an off-campus activity.

These exhibits give the library extension staff members an opportunity to exchange ideas with the registrants and to learn of their educational needs. To the conferees the wealth of material available in inexpensive form is a revelation. Patrons of these exhibits are invited to borrow packages of materials to supplement their local library facilities.

4. *Workshops.* Each year the summer session of the university offers workshops both off-campus and on-campus that are open for non-credit election. The Library Extension Service arranges working collections of supplementary materials for the use of the people enrolled in these short programs. During the regular sessions a collection of books is available to lend to cooperating local libraries to support university off-campus classes.

5. *Off-Campus Services of Other Departments of the University Library.* Other departments of the university library give off-campus service. The Interlibrary Loan Section of the Reference Department, in addition to lending materials for the students and faculty of all colleges in the state, has a very large clientele among public libraries, industrial concerns, research laboratories, government agencies, hospitals and sanitaria all over the country. Some 11% of the interlibrary loan activity is conducted with the librarians of these agencies needing old as well as current technical material. Many Michigan industries are numbered among the regular borrowers and the service constitutes another real contribution the university library makes to the welfare of the state and the nation.

The reference librarian reports the following information concerning last year's interlibrary loan service: a total of 3,870 books were lent, including Engineering Research Institute Reports and 674 medical books. Of these, 1,131 books were lent to 100 Michigan institutions. The department prepared for photostat or microfilm an additional 1,341 items, in lieu of lending. Research is often necessary to locate the material wanted by the borrower and record keeping and correspondence are a necessary part of the service. Sixty-eight industrial firms, 20 research institutes, 25 hospitals and sanitaria borrow material regularly from the university library through the Interlibrary Loan Section.

In addition, correspondence from individuals requests information of an elusive nature that requires long search and detailed replies. The reference librarian estimates the receipt of about 40 of these letters a week, a majority of them from Michigan residents.

The Engineering Library is a depository for Atomic Energy Commission research and development reports. A large proportion of all non-classified reports issued by the commission and its contractors is available there. A complete file of the index to the publications, the *Nuclear Science Abstracts*, and ready access to AEC reports through the commission's Technical Information Service makes procedures, data and results available to scientists, engineers and technologists. The Atomic Energy Commission recently recognized general industry's interest in these reports by allowing their widespread use and duplication.

The Photoduplication Department made some 15,800 photostats and 402 microfilms last year. The latter varied in length from three exposures to 26,496. While some of these were made for other educational institutions in line with usu-

al cooperative practice, the Photoduplication Department estimates that 75% was for industrial research and governmental agencies in Michigan and elsewhere.

In addition, research workers in Ann Arbor and elsewhere use the open shelves of the many divisional libraries and the books in the reference room, stacks, and rare book room for study here in Ann Arbor. Divisional librarians report that visitors who come to campus for conferences use their special collections for individual research both at that time and on other occasions. The special collections in the Michigan Historical Collections, the Clements Library, the Legal Research Library, and the Business Administration Library are all open to the public for advanced research.

III. Measurement

In some 38 years of service to the state, about 70,000 requests for help have been received in the Library Extension Service and over a million pieces of information have been searched, packaged and sent to residents. The only cost to the borrower is the postage to return the package to Ann Arbor. It is difficult to measure the effect of a service that operates principally by mail and asks no report from borrowers, but repeated requests from the same sources testify to satisfactory service and continuing needs.

Last year a high school in the Upper Peninsula requested material on 96 different subjects for senior term papers: this year the same instructor wrote again. Some clubs in areas not served by local libraries depend upon the service year after year, not only for help in planning whole club programs, but for material for individual reports. Some rural schools in less favored areas turn to the children's book service as the only means of introducing students to current books for recreational reading. Many schools, eager to expand their library service to all their students, request help from the consultant in improving their library resources. Many librarians and teachers in elementary schools, as well as parents, use the booklists year after year as buying guides for their book purchases. The play-lending service is a real boon to the bewildered teacher assigned the task of selecting and directing the school play. The annual debate bibliography gives practical help to the debate coach and his team in some schools, and in other schools, to whole classes formed into discussion groups.

It is a source of real pride to the service that each letter or request is answered promptly, either through the university library's resources, through some other university unit, or by referral to another suitable source of information. The service sent help of some kind to 82 of the 83 counties in Michigan last year. University students in 32 communities had the benefit of access to over 3,000 books to add to their professional background or their understanding of the world around them. The package service, sent to every corner of the state, brought help on current problems and the book exhibits brought current publications to communities with limited local library facilities. The activities of the school library consultant served as a two-way street bringing to the service the problems and needs of schools and libraries all over the state; to the schools, the practical assistance and advice so earnestly sought. The generosity of the university faculty in helping with reading lists brought to many Michigan residents the advantages of long experience and technical background. All aspects of the department's activities were enriched by access to university library tools and book stock.

Through its many types of activities the Library Extension Service is reaching Michigan residents of all ages: young children through the book service; the high school age through the package service; the adult group through confer-

ences, club program planning, book lists, and work with the Michigan Congress of Parents and Teachers, the Michigan Federation of Women's Clubs, the Michigan Council for UNESCO, and the Michigan Adult Education Association. The department staff takes an active interest in professional library matters through membership in the American Library Association, and work with the Michigan Library Association, the Michigan Association of School Librarians and local library clubs.

The Michigan State Library is the other large unit organized to give statewide service to Michigan residents. This service takes several forms: reference service to state officials and government agencies; administration of state aid grants to public libraries with accompanying responsibility for checking on standards of personnel and service; demonstration library and bookmobile services; a materials lending service; and a consulting service.

The State Library through its governing board, the State Board for Libraries, is responsible for the development, extension, improvement and coordination of library services throughout the state. It places special emphasis on the promotion and advancement of public libraries, while the University Library Extension Service places its major emphasis on help to elementary, secondary and university students. Both the State Library and the Library Extension Service carry on their material lending services through existing library units, only offering to help individuals beyond the service areas of organized libraries.

It is estimated by the State Board for Libraries that 830,000 people in Michigan are without library service. There are some 5,300 public, parochial, and private elementary and high schools in Michigan struggling to enrich their programs. The work of both the Michigan State Library and the University's Library Extension Service must be extended if adequate library service to fill the needs of Michigan residents for educational materials is to be provided.

IV. Future Demands

Continuing Demands

Most libraries, especially the smaller school and public ones, are hampered by lack of staff and access to sources from finding out about the wide variety of inexpensive current publications that present varying viewpoints and supplement books. It seems likely that even if all people in the state had access to local libraries, there would still be an opportunity for the Library Extension Service to supplement advantageously the local facilities with special types of material.

Teachers trained by modern methods rely on a variety of materials other than the textbook. The service can continue to be a source of supplementary material for all school libraries except those in metropolitan areas. For small schools unable to employ a full-time, trained librarian the service will be the main source of material for special projects and extra-curricular activities for the students and a source of information on professional matters for the instructional staff.

Future Needs of Elementary Schools

During the next few years while local school boards are struggling to provide classrooms for increasing numbers of children enrolled in grammer school, it will be most difficult to provide adequate book service. There will be continued and expanding need for the children's book-lending service as long as the present educational crisis exists. It is estimated that 275,000 children in Michigan now have no access to public libraries and most of these youngsters go to schools without elementary libraries. This number will not decrease as long as the birth rate stays at its present high level.

The Library Extension Service is limiting its offerings to elementary schools to short term loans of children's books. This has come about mainly because of lack of staff and budget to reach them. With more staff the service could undertake to send out regular mailings calling the attention of the elementary teaching staff to current ideas in curriculum planning, teaching aids, school-community relations and student activities, and offering the package service as is now done for high schools.

School administrators should be encouraged to plan for provision of good library service for the elementary grades, as well as for the high school. The University Library Extension Service, cooperating with the University's Bureau of School Services, can assist in this. Parent-Teacher Associations and other volunteer groups have requested practical assistance, through workshops and area conferences, in the mechanics of furnishing minimum library services. More such workshops and conferences could be arranged for the benefit of these groups as well as teacher-librarians.

Future Needs of Michigan High Schools

In a recent survey conducted by the Bureau of School Services, the accrediting activities of the university were judged valuable by school administrators. As more schools seek this stamp of approval, which includes a check of library facilities, additional consultants will need to be added to the staff. Here again the present program of workshops and area conferences might be expanded to reach larger groups of school people. The consultant service of the State Library and the staffs of country libraries have cooperated in the past in these activities and can be relied upon to continue that support.

In the past the Library Extension Service has had the staff to handle only one mailing per year to Michigan high schools, inviting them to borrow the materials in the department files. Many excellent, inexpensive teaching aids are received in the department regularly. More staff would allow duplication of lists of such materials to be distributed regularly to high school administrators and through them to the teaching staff. This would serve two purposes: it would call the attention of the teaching staff to new materials difficult to find without access to a wide range of selection aids and it would remind the school that the university has off-campus services to assist them.

The book lending of the Library Extension Service is presently limited to books to support university extension classes and to supplementary recreational reading for the elementary grades. While many high schools accredited by the university and the North Central Association of Secondary Schools and Colleges have school libraries, there will be a need for a supplementary service while schools are in the process of meeting standards. On the advice of the Bureau of School Services' consultants, the Library Extension Service could undertake to supplement the local high school collection with recreational reading on the secondary level in much the same manner as is done now in the elementary field. This would be a new field of operations and can only be undertaken with added staff and funds.

The Library Extension Service hears about the needs of these accredited schools through school visiting reports. Not so often heard of, but certainly no less acute, is the need of the non-accredited school. The needs of the students in these schools for up-to-date materials, not only to supplement the curriculum but also to fill social and recreational needs, are every bit as pressing as that of the student in the larger school. The Library Extension Service would like to be in a position to offer a recreational book-lending service as well as pamphlet service to this group of high schools.

There is a real need in the state for a place to which high school and elementary school faculty committees might be referred for up-to-date courses of study and curriculum outlines. These materials are sometimes available only to teacher-training institutions and often are rather expensive. Schools wanting to consult large numbers of them would appreciate having a source to which they could turn to borrow typical examples from outstanding school systems. The Library Extension Service would welcome added funds to undertake the off-campus aspect of a service that is offered to on-campus students through the curriculum materials laboratories of the School of Education libraries.

Future Needs of University Off-Campus Students

The responsibility of the University in advancing the education of adults all over the state has been demonstrated by the expanding extension offerings and the creation of a number of residence centers. Library service to these off-campus students is expanding steadily, requiring a larger book stock and increased staff time to handle requests. Local libraries throughout the state cooperate willingly in this service and some undertake to add to the materials available from Ann Arbor. It will be difficult, however, for any but the very large public libraries to furnish the technical and special interest materials needed for some of these classes. Expanded staff and added book funds therefore will need to be provided as extension centers are added and class offerings are increased.

One of the pressing needs of students registered in off-campus classes is for access to professional journals in education, sociology, psychology and social work. This is especially important for graduate students engaged in advanced work. Added book funds would allow this type of material to be made available in the extension centers.

The university's interest in its graduates and former students is continuous. The department can furnish practical help to alumni groups by developing study outlines on current topics of general interest. A good example of this is a recent program of study on the revision of the United Nations Charter, in which many adult groups are especially interested this year. This service will be an expansion of the help presently offered individual alumni through reading lists on technical topics.

The Television Studio and the Broadcasting Service report a real need for a unit on the campus to which they may refer viewers and listeners for supplementary materials. Both studios would welcome book lists which could be announced and which would help to make any program a more complete educational experience. Both units indicate an interest in bibliographies of books that might be used in the local area where the program is aired for displays to carry on the theme set by the program. A Paul Bunyan program produced by the Broadcasting Service is one type of program that the Library Extension Service could support with booklists and information about displays. Future plans include a series on people of international fame.

In none of these services would the intent be to act as a substitute for adequate local library service or to substitute for cooperative programs of schools and local libraries. The need for more books and non-book materials and for more services to extend the use of books, is evident everywhere and far beyond the ability of any one agency to satisfy.

Notes from the ACRL Office

The ALA Annual Conference

Miami Beach is a long way off for most of us. The best of the hotels and the shops look expensive and are expensive. However, there are ways to get there at moderate cost and no American city rivals it in good, reasonably-priced hotel accommodations and restaurants. With care, the ALA Annual Conference starting June 17 can be managed on a modest budget.

When I had to visit Miami Beach recently to make some conference arrangements, I answered a newspaper ad which wanted drivers for cars to be delivered in Miami. My wife and I drove there in a recent model Cadillac at no cost to us or to you, and very comfortably too. The car allowed me to visit two college libraries en route. You may be able to do this or something similar. In any case, the air coach rates to major cities are fairly reasonable.

The hotel and motel facilities have been described in the *ALA Bulletin*. Anyone who must economize should be able to secure good accommodations for three to four dollars a day. This won't provide ocean front and an elaborate lobby; it should buy a good clean air-conditioned room in either a hotel or motel. Meal prices are somewhat lower than those of other large cities.

The question of an ACRL hotel at Conference is a perennial problem. Many college and university librarians understandably prefer to be in hotels where they will see friends, but it is clearly undesirable for us to withdraw from the main concourse.

No hotel will be designated officially for ACRL this year. However, members may wish to give special consideration to the "Four S" hotels (Saxony, Sea Isle, Seville and Sans Souci, adjoining hotels under centralized management), where some of the ACRL meetings will be assigned space. These are 12 to 14 short blocks from the Fontainebleau. Walking time is 16 minutes with wife, 11 minutes without, about eight minutes at my double-time Conference pace. It will be a hot walk at midday in June. Taxi fare is fifty cents, and buses are frequent. The Seville is, or was one month ago, the newest hotel in Miami Beach, and very nice. The Saxony and Sans Souci likewise are impressive but not flamboyant. Many, particularly older people, will prefer to be closer to the center of the convention at the Fontainebleau. There are numerous good hotels to suit every purse nearer than the "Four S" hotels. Consult the *ALA Bulletin* for November, page 576. The Empress and San Marino look very good. Both are expensive. There are many adequate smaller hotels with reasonable prices across Collins Avenue and close to the Fontainebleau. Remember that most hotels quote the same price for double occupancy as for single. Doubling up is economical.

As reported in the *Bulletin*, there will be ALA general sessions on the evenings of Monday, Wednesday and Friday, and on Tuesday and Friday afternoons. Council meets on Monday and Thursday afternoons and there is a general ALA membership meeting Friday morning. Wednesday afternoon is reserved for tours and relaxation. The period from four to six is free every afternoon, as are Tuesday and Thursday evenings.

From the above it is clear that free periods and large general meetings take the entire afternoon and evening schedule for the week. Divisional meetings must be compressed into the morning periods of 8-9:30 and 10-12, Monday to midmorning, Friday. ACRL plans to have its Circles of Information, which were notably successful at Philadelphia, on Tuesday and Wednesday, 10-12. Association business will be conducted at an ACRL membership lunch following the Tuesday circle. The Thursday 10 A.M. spot is being reserved for the program of the Rare Book Committee, which will be outstanding. ACRL Board of Directors meetings will come Monday at 10 A.M. and Friday at 4 P.M. I cannot give at this time the plans of the ACRL sections. Some of these will meet at lunch and have only business. Two or three will probably have programs at 8 A.M. or 10 A.M.

As you have read elsewhere, there will be no ACRL general session. In its place is the Friday afternoon ALA general session,

whose program is being arranged cooperatively by ACRL, DCC, and LED.

I have been concerned about the recreational and social leaven which can do so much to make a conference fruitful as well as enjoyable. During the fall months we considered suggestions for barbecues, fish frys, fashion shows (on Minsky gangways!), splash parties and other recreation too weird to mention. I finally recommended, and your directors have approved, sponsorship of a post-conference two-day trip to Cuba. This decision was not lightly made or accepted and the reasons for it are important.

At the Conference we hope very much to emphasize Caribbean scholarship and to have more contact with Spanish speaking colleagues. We are only an hour from Havana by air. The new Cuban National Library is completed and will probably be open by June. There are several important libraries in or near Havana. It is quite probable that we all will learn a good deal from visiting these libraries and from social contact with Cuban librarians. Through the good offices of Marietta Daniels we are planning a full afternoon of library tours and a reception with the Cuban Library Association.

The tour will be conducted by the Stevens Travel Agency, and accommodations and service will be first rate in every respect. Cost will be $89.60 for everything including tips from the moment of leaving hotels on Saturday morning until return there, or to individual points of departure from Miami, early Monday afternoon (excepted: two breakfasts, one lunch). Those who wish may deduct $14 by omitting the evening at the Tropicana, but I would strongly advise against this.

The itinerary of this ACRL tour to "gay, foreign Havana" is given in the advertisement on page 109 and needs no duplication here. The optional steamer transportation is for those who refuse to fly. Those who use the boat will miss the important Friday evening general session. The flight over the Florida keys is beautiful in good weather and for this reason alone it is hoped that most will choose the air.

All travel in Havana will be by cars driven by very responsible and apparently well-educated guides. I was much impressed by the wide knowledge, competence and presence of the several guides with whom I had contact recently. The cars will be pretty much at our disposal during the two days and ample opportunity given for small groups to visit places of personal interest which are not on the official itinerary.

In the original discussion I held out against inclusion of the Tropicana or other night clubs as a part of the tour. However, a visit on a pass from the Agency dispelled all personal doubts. The Tropicana is a night club in the sense that there is dancing, dining and wining, a floor show and, since this is Cuba, a casino. However, the two long shows surpassed the best offerings of Broadway in costuming, lighting and talent. There was nothing gaudy or offensive to the most conservative tastes. The food and service were superb. I believe that the Tropicana will represent the high point of the two-day tour to nearly all who participate. I am told, and believe, that there is nothing quite as good anywhere else in the world.

This ACRL tour to Cuba is the only post-conference sponsored tour. Our plans have been approved by the chairman of the ALA Tours Committee, by Mr. Clift, and have the unofficial blessing of officers of other divisions. It is open to all librarians and there is every indication that the group will include many from public, school and other types of libraries. The Miami Beach Conference offers a unique opportunity for this small bit of foreign travel and it is hoped a great many librarians will go. The Stevens Travel Agency will make special arrangements for those who wish to stay longer, or continue to other islands.

The Midwinter Meeting

Many of us approached the ALA Midwinter Meeting with great fears for the future of divisions under the recommendations of the Steering Committee on the Implementation of the Management Survey. This clearly shifts many of our important activities over to Councils (type of work divisions) which will be established. Some felt that the recommendations spelled a slow death to ACRL because it would be stripped of its responsibility for action.

After very careful discussion, the ACRL Board of Directors voted to endorse the

Steering Committee's report. I believe we were all convinced that the shift of responsibilities to Councils could be turned to the advantage of ACRL because our hands would be freed to tackle problems of great importance. Let the Councils collect our statistics and run the building institutes. We could then do more to build reading interests, raise money for college libraries, and similar matters. Above all, ACRL would have better opportunity to play an active role in the inner councils of higher education. The development of ACRL is uncertain at this time, but so long as it has adequate financial support through the ALA budget, I do believe the reorganization provides opportunity for ACRL to develop new and more important channels of service to libraries and to higher education. All who were present at the Board meeting were impressed by the presentation of future possibilities by Miss Morsch and Mr. Metcalf, both members of the Steering Committee, who attended on special invitation. Both did much to raise eyes from small obstacles a few feet ahead to a bright and by no means visionary horizon.

Both in Board discussions and in ALA Council consideration of the Steering Committee report, President Vosper played a remarkable role as statesman by pointing up the important issues and avoiding jurisdictional argument and sectional jealousies. His leadership was a matter of wide comment. It is no accident that his statement approving the report was used verbatim as the *ALA Bulletin* editorial for March.

The ACRL Board declared itself "unalterably opposed" to an ALA Executive Board proposal to combine the *ALA Bulletin* and all divisional journals, including CARL, into one publication. Feeling ran high on this point. It is particularly unfortunate that the proposal was based on a brief survey of the costs of divisional journals and that no known study has been made of the type of consolidated publication which would evolve from the merger. Surely no one believes that a combination of seven diverse publications can retain the best features and coverage of all.

Finally, the Board approved a resolution on the educational role of the college bookstore. Librarians individually can do much to promote bookstores which foster broad reading interests. There are many campuses in all parts of the country which have no bookstore worthy of the name within many miles. The resolution reads:

"The Association of College and Reference Libraries recognizes the great educational role of the well equipped college bookstore, whether under private or institutional management. The Association deplores the lack of adequate bookstores on or near many college campuses, and the tendency to limit bookstore stock to textbooks and non-educational materials. The Association endorses the educational contribution of those bookstores which provide at least modest stock of non-required, worthy books and free access to the stock for examination and reading. The Board of Directors hereby instructs the Executive Secretary to communicate to the regional accrediting associations this statement, and to express its wish that the regional accrediting associations request information on bookstore facilities prior to institutional visitation, or otherwise use their influence to promote bookstores which emphasize educational values."

—*Arthur T. Hamlin, Executive Secretary*

Brief of Minutes

ACRL Membership Meeting

The ACRL Membership Meeting was held in the Edgewater Beach Hotel on January 31 at 9:30 P.M. The meeting was preceded by a brief program. President Vosper reported on the United States Steel Foundation grants and the ACRL program for raising funds for college libraries. His talk is printed elsewhere in this issue.

Richard Logsdon presented the following statement of ACRL field of interest, which had been requested by the ALA Steering Committee on the Implementation of the Management Survey:

"In the organizational pattern of the American Library Association, the Association of College and Reference Libraries wishes to represent those libraries which support formal education above the secondary school level or which provide reference and research collections of significance. It desires to carry on a program of activities to advance the standards of library services, in the broadest sense, in these libraries, and the continued professional and scholarly growth of those engaged in work therein."

Lucile Morsch, chairman of the Steering Committee, then presented the Committee's report, which is published in the March *ALA Bulletin*. She emphasized that ACRL has a big program ahead that would not be assigned to the type of work divisions, and felt the division could better concentrate on the important projects when freed of lesser responsibilities.

Mr. Stallings of the ACRL Nominating Committee presented the nominations for office, which are printed elsewhere in this issue.

A brief résumé of ACRL plans for the 1956 ALA conference in Miami Beach was given by Mr. Hamlin.

Mr. Vosper then turned to the principal item of business, consideration of the Steering Committee report. The ACRL Board of Directors had discussed this earlier in the day in the presence of Miss Morsch and Mr. Metcalf, both members of the committee. The board was optimistic that this new undertaking would provide opportunity for ACRL to work in the best interests of higher education. The board had endorsed the report unanimously but felt this important question should also be presented to the membership.

On question, Mr. Vosper reported that the proposed merger into one bulletin of all divisional publications, including C&RL, came from the ALA Executive Board and was not a proposal of the Steering Committee. The ACRL Publications Committee was studying the matter.

Information was requested on financial support for ACRL under the new organization. Miss Morsch stated that there would undoubtedly be no more money than at present. Funds would be budgeted to all divisions according to importance of programs.

Mr. Kuhlman felt that ACRL should be free to select its own executive secretary, who would be responsible to the board of directors. It had taken the college and university librarians many years to get any staff assistance at ALA headquarters and a fair measure of support for their programs. ACRL should have considerable latitude in developing its program and ample funds to support it.

In answer Mr. Metcalf spoke on behalf of a strong ALA to represent librarians to the outside world. ACRL should not spend its time on functions performed in libraries, however important these might be. There were more important matters, such as developing student use of books and libraries. ACRL should not spend its time worrying about getting its portion of the spoils. The group that has the best program in a democratic organization is going to get its fair share.

The representation of the divisions in ALA Council was explained.

On motion of Miss MacPherson, it was voted that the Steering Committee report be accepted.—*Arthur T. Hamlin, Executive Secretary.*

A—V Clearing House

Edited by the
ACRL AUDIO-VISUAL
COMMITTEE

No. 4

Louis Shores, Chairman; Fleming Bennett; Jane Culler; Budd Gambee; John Harvey; Margaret I. Rufsvold; Walter Stone.

TV Book Programs from Urbana

Television programs to stimulate public interest in books and libraries are being pioneered by the University of Illinois Library School. A weekly fifteen-minute program and a daily two-minute program are being produced regularly by Professor C. Walter Stone of the library school and are currently presented over the university's own non-commercial station, WILL-TV. Jack Crannell, writer and producer on the university's television-motion picture unit staff, is working with Professor Stone on the series.

The fifteen-minute programs are filmed and will soon be available to public libraries in Illinois through the State Library in Springfield. The two-minute programs will be available in script form in 1956.

C. Walter Stone of the University of Illinois Library School (left) interviews Donald D. Jackson, University Press editor and author of a recent book on Black Hawk, on Book Talk, the TV program presented over the university's own station in Urbana.

Book-Talk, the fifteen-minute program, usually features one or more informed guests discussing new books or issues raised as a result of their publication. Two Minutes on Tomorrow, the daily program, is frequently prepared by Professor Stone's students in the library school. It covers timely book subjects for the following day—for instance, anniversaries. Its purpose is to increase reader interest.

Besides stimulating public interest in books, the programs can be of service to libraries of Illinois and the nation. They help train future librarians in the use and potential of television, and they carry out one of the purposes of the university's TV station—experimentation in new program ideas.

More Filmographies

Writing from England, Forrest Alter has added three titles to the "Partial List of Filmographies of Highly Technical Films" published in the January CARL:

Attention should have been called to *Science and Film*, the quarterly of the International Scientific Film Association, in which the United States is unfortunately not represented. The Scientific Film Association edition, an English-language version, is published by Film Centre Ltd., 24 Conduit Street, London, W.1, England. The journal contains both articles and reviews. Subscription is 12s. 6d. a year, payable to Film Centre Ltd., Science and Film a/c.

The Scientific Film Association, 164

(Continued on page 195)

News From the Field

Acquisitions, Gifts, Collections

The first Northwestern Library Evening on January 14 inaugurated a series of gatherings at which friends of Northwestern University interested in the world of books met in the Charles Deering Library. The first gathering was devoted to the commemoration of Lew Sarett (1888-1954), for 33 years associated with Northwestern as professor of speech, and author of five books of poems interpreting Indian and frontier life as well as four books in the field of speech.

The occasion marked the presentation to Northwestern University Library of the Lew Sarett Papers, consisting of manuscripts, notebooks, and correspondence, donated by Mrs. Lew Sarett as a research collection for the study of Sarett and his time.

The William Butler Yeats collection formed by P. S. O'Hegarty which has just come to the University of Kansas through the generosity of the K. U. Endowment Association is outstanding among literary collections in the library's holdings. It includes not only the works of Yeats (1865-1939) but also those of Lady Gregory and J. M. Synge, as well as peripheral material such as the plays and programs of the Abbey Theater in its important formulative period. Add to these the publications of the Dun Emer and Cuala Presses and there are gathered together the best materials of the Irish literary renaissance which was sparked by Yeats and his fellow patriots.

With only two exceptions, all the first editions of Yeats are included in the collection, as well as books and periodicals with articles, introductions, or other contributions by Yeats, both prose and poetry. Outstanding is the manuscript material including 60 letters from Yeats relative to the publication of his *Collected Poems*, an invaluable aid to understanding the publishing and printing problems which beset the literary giants of any time.

The formation of this collection was a major interest for many years of P. S. O'Hegarty of Dublin, who knew personally the leading Irish writers in their period of glory. Through his personal contacts with Yeats and his circle he was able to add to the basic book collection of over 500 volumes an unusual group of theater programs, clippings, and other ephemera which, constituting a complete record of Abbey Theater performances, should be of great benefit to literary detectives.

In October 1954, Peter Murray Hill delivered the second Annual Public Lecture on Books and Bibliography at the University of Kansas, speaking on *Two Augustan Booksellers: John Dunton and Edmund Curll*. Part of the background of Mr. Hill's lecture was provided by Mr. Hill's own collection of some 500 pamphlets and other ephemera printed by Curll in the course of numerous and notable literary fights and of his various printing and publishing ventures between 1706 and 1746. Last summer the University of Kansas Library acquired the Curll collection. Work is now in progress on a bibliographical appendix to Mr. Hill's lecture, which is being published as number two of the K.U. annual public lectures.

As an example of printing practices during the first half of the eighteenth century the Curll collection is most revealing. The manufacture of new editions from old merely by the printing of a new title page, the flagrant pirating of popular authors, the issuing of books and pamphlets under names that led buyers to think they were written by famous and popular authors—these practices are all well illustrated in the Curll collection for the delectation of students of eighteenth-century literary history.

A special collection of almost 300 books and manuscripts dealing with the Knights of Malta, officially entitled the Sovereign Military Order of St. John of Jerusalem, has been received as a gift from Foster Stearns of Exeter, N.H., by the library of the Catholic University of America. A complete catalog of the collection has been prepared by the Reverend Oliver L. Kapsner, O.S.B., research cataloger at the Catholic University of America Library, on leave from St. John's Abbey, Collegeville, Minn.

The Near Eastern manuscript collection of the Hartford Seminary Foundation, col-

lected by the late Mardiros Ananikian of the seminary faculty, is being cataloged. The collection includes about 1,200 Arabic, 240 Turkish, 90 Persian, and smaller numbers of Armenian, Syriac and Coptic manuscripts. The catalog, compiled by Rudolf Mach, will be published by E. J. Brill late in 1956.

Dr. Felix Reichmann, assistant director, Cornell University Library, recently made a trip to Europe. The main purpose of the trip was to purchase material in the field of Southeast Asia, especially Indonesia and Viet-Nam, to establish personal contacts both with dealers and with scholarly institutions, and to exchange information with regard to acquisitions procedures for Southeast Asia material. Dr. Reichmann visited almost a hundred book shops in London, Paris, Amsterdam, Leiden and The Hague and bought extensively for the library collections. He did not limit himself to the purchase of Southeast Asia material but also acquired several interesting items for the general collections. One important aspect of his trip was discussions with Dutch scholars which may lead to a major microfilming project.

The collected papers of Hiram W. Johnson, two-term governor of California and United States senator for 30 years, have been acquired by the Bancroft Library on the Berkeley campus, University of California.

The materials were acquired from his son, Hiram W. Johnson, Jr., a San Francisco attorney. They are the most significant, as well as one of the largest, obtained by the Bancroft Library in the more than 50 years' existence at Berkeley of the famed historical and literary research center, according to its director, Dr. George P. Hammon.

Consisting of three distinct groups of manuscripts—gubernatorial, senatorial and personal—the Hiram W. Johnson collection will eventually provide qualified scholars with previously unrevealed data spanning four decades of political history of both California and the United States.

Buildings

On October 22, 1955, at a special dedication day program for new buildings, the library at Southern State College, Magnolia, Ark., was named for James M. Peace, former librarian and teacher to whom is attributed largely the library's organization and growth during 1916-1921 and 1925-1949.

Development of a new central library for the Cornell University campus has been endorsed by the university's board of trustees. The proposal contemplates retaining the present university library as an undergraduate library and linking it with a graduate-research library to be built on the site of Boardman Hall. The trustees and library board have given the project approval. Preliminary studies by Keyes D. Metcalf, former director of the Harvard University Libraries, and Frederic C. Wood, Cornell '24, consulting engineer of Greenwich, Conn., will be followed up in detail by the architects.

The two buildings will be joined underground and function as an integrated unit. They will be planned to care for Cornell's central library needs of the foreseeable future. Exterior of the present university library will not be disturbed, but the interior will be thoroughly remodeled to provide considerably greater reading area. The graduate-research building will house a much larger book collection but will have comparatively modest reading space. Boardman Hall was found unsuited for conversion.

In arriving at their proposal, Metcalf and Wood were guided by the conditions that the new central library should make best use of existing structures, make good use of the diminishing land areas on the campus, provide for future expansion, require the lowest possible capital investment, and be acceptable to the campus community. Provision of the new library has been given priority in the university's development plans for the immediate future. The present university library, long a Cornell symbol, was built in 1891 and expanded in 1937. It has become inadequate to house the central collections of the university library system, which now total over-all some 1,750,000 volumes.

On October 20, 1955, ground was broken for the new $3,500,000 library at the City College of New York. It is hoped that the library will occupy its new quarters on or about September 1957.

The new library building, to be known as the Morris Raphael Cohen Library, will

be a three-floor building of modular construction with provision for storage of about 600,000 volumes and seats for 1,500 readers. Instead of a grand stairway, a ramp, which will provide the main entrance and exit to all floors, will be hung on the front of the building. All mezzanine floors, whether in reading rooms or the general book-stack storage area, will be supported from the floor above. All the book stacks on any of the floors, including the book storage areas, will be free-standing. The entire support of the building is by pillars, and the modular unit is 18 square feet. This type of structure will make it possible to change at will book storage areas to reading rooms and vice versa on any of the floors. The walls of the building are glass block from ground to roof on the two sides, most of the back and about one-third of the front. The building is to be one of utility, and its beauty will lie in its simplicity.

The first floor will have two large reserve reading rooms of 350 seats each. One will be maintained as a quiet area while in the other smoking, talking, and conferences will be allowed.

The second floor has been developed around a central area in which will be the master record of loans, the central charging of books, the dictionary card catalog and the general bibliographical collection. Around this center core will be located (1) the General Reference and Bibliography Division, (2) the Social Science Division, (3) the Humanities Division, (4) the Order Division and (5) the Catalog Division.

On the third floor will be the librarian's office, a library staff and faculty lounge, the School of Education Library, the Special Collection Room including rare books and college archives, the Art Library, and two rooms seating 80 each for audio-visual use.

The Science Division will probably be combined with the School of Technology Library in the new Technology Building to be constructed in the near future on the site abandoned by the present library.

College librarians generally will be interested in the following comments made by Albert F. Meder, Jr., dean of administration at Rutgers University, at the ground-breaking ceremony for the new library at Bloomfield College and Seminary, Bloomfield, N.J.:

The library—with a capital L if you wish—is absolutely essential. It is essential to the function of the preservation and transmission of knowledge which is one of the important activities of higher education. It is the most obvious college and university activity, the one you think of first, and a highly important one. It is not the fundamental purpose of higher education, as I shall show presently, but it is the beginning. We start educating students by bringing them in touch with that which has been learned and preserved for us in the past, and I think it needs no argument to support the thesis that the library must play a vital role in accumulating, preserving and making available this store of knowledge which is the heritage of the past.

An even more important function of higher education, and one in which the library is at least equally importantly involved, is the development of new knowledge. The methods of different fields vary. Some use laboratory methods, some field research; some rely on textual criticism; some utilize the creative arts. But none would deny that in all scholarly methodology, the library is central. Every development of research is related to everything else that is known, closely or tenuously. It is the intellectual tragedy of the present age that knowledge has become so fragmented that it often seems that there is no synthesis. Here the library can come to the rescue of the overwhelmed and distraught scholar.

Finally, the library is vital to the true function of higher education in this day and age—the development in the student of the ability to analyze and to solve problems that cannot even be stated because they have not yet arisen. The only thing that we can be sure of with respect to the problems that the students who sit in our classrooms today will have to solve in the years of their maturity is that these problems will be so different from ours that we have no idea of their nature. The freshmen who entered this and all other American colleges this year are members of the class of 1959. They will be mostly about 22 years of age when they graduate. The assumption of an active life of only 40 years—an unreasonable assumption in view of increasing longevity—brings them to the brink of the twenty-first century, the year 1999. Can anyone doubt that the problems of the 1990's will be at least as different from our problems as these are different from those of the 1900's, to go as far back in history as we have gone forward into the future.

It is not the specific facts which were taught and learned in the 1900's, the 1910's, the 1920's, even the 30's and 40's which are being utilized

to solve the problems of the present day, and it is not the facts that we are now teaching or will teach in the forthcoming decades that will solve the problems of the future. Rather it is in the development of habits of study, of reflective thinking, of fact-finding as contrasted with the acceptance of propaganda and biased and slanted presentations, of critical judgment and of ethical, moral and religious standards that we must place our reliance.

I am far from saying that it does not matter what is studied, but I am willing to say that it is far more important how it is studied than it is what specific materfal may be included. So to enter into the intellectual heritage and tradition of Western civilization that it may in turn so take hold of the student that he can find his way through the perplexities of an unknown future is the ultimate purpose of higher education today. This is true whether we are seeking to equip the seminarian rightly to divide the word of truth in circumstances and situations whose nature he cannot now guess, or whether we are educating a prospective business man who has no idea of what services or goods he may in his future career be purveying; whether we are seeking to arm the future legislator with sufficient good sense to deal with future problems affecting the general welfare or with the ability to determine how to levy a tax on atomic energy!

Such ability to cope with problems as yet unforeseen is to be developed by marshalling all the resources of the college—but surely the library plays an important part, both in its use by the faculty as a teaching instrument and in its use by the individual student for his own scholarly explorations. Both are to be encouraged, for without either, the attainment of the objective of higher education is sure to be frustrated or at least made excessively difficult.

Publications

The Death of Lee, Southern Collegian, October 15, 1870, with an introduction by Richard Barksdale Harwell, has been issued as series IX, number 3 of *Emory Sources & Reprints*. Limited to 350 copies, these editions reproduce rare manuscript and printed materials in the Emory University Library and are edited by members of the university faculty. Individual items are priced at 75 cents and the subscription at $2. This number has an appreciation of Lee and an accompanying facsimile in collotype reproduction of the *Southern Collegian* extra published on the day of his burial.

At the University of Kansas, Professor William B. Todd of Harvard's Houghton Library delivered the Annual Public Lecture on Books and Bibliography on December 9. Professor Todd's lecture on some problems in eighteenth-century bibliography, entitled *New Adventures Among Old Books*, will be published later in 1956 as number three of the series of lectures.

The Fund for the Republic, Inc., has made an additional grant of $500 to the Kansas University Endowment Association for the further printing and distribution of the catalog of banned books, *He who destroyes a good Booke . . .* published last spring by the University of Kansas Library. This latest grant of $500, added to the initial $1500 grant, is making it possible for the library to expand its special printing and free distribution of the catalog to a total of 20,600 copies.

The catalog is an annotated list of banned books which from the fifteenth century to the present day "have survived Fire, the Sword and the Censors." The actual books comprised an exhibition on display at the University of Kansas Library during the spring of 1955 (see CARL, July 1955). Copies of the catalog may still be obtained upon application to the director of libraries, University of Kansas, Lawrence.

Dan Lacy, managing director of the American Book Publishers Council, is the author of "Tradition and Change: The Role of the College Library Today," appearing in the *Bulletin of Lynchburg College*, Lynchburg, Va., for July, 1955. This is the dedication number of the *Bulletin* for the Floyd Knight Memorial Library. The article is a penetrating analysis of the place of the library in instruction.

Microfilm Abstracts Author Index, compiled by Georgia Chapter, SLA, is being issued in March, price $2 postpaid. Address orders now to Miss Pauline Nelson, 2080 N. Decatur Rd., N.E., Apt. 12, Atlanta 7.

Personnel

James Ranz became director of libraries of the University of Wyoming at Laramie on September 1, 1955.

If a poll were being taken of the "ten young university librarians most likely to succeed," those who have followed his career would doubtless cast a unanimous ballot for the inclusion of Jim Ranz's name. In a quiet, effective manner, he has demonstrated in a variety of situations a genius for administrative responsibility and ability to work with people and a capacity for intense application to a given task.

James Ranz

In going to Wyoming, Ranz is returning to his native habitat, for his birthplace (Atlanta, Neb., July 21, 1921) is not far removed from Laramie as western distances go. He has apparently had a long-standing desire to return to that rugged land.

After completing his undergraduate education at the Nebraska State Teachers College, Kearney, Ranz was drawn into military service for four years, 1942-46. Free again, he entered the University of Michigan, Department of Library Science, and received the A.M. in L.S. degree in 1948. His first professional position was as map librarian at the University of Illinois. After a year, to gain broader experience, he transferred to the Catalog Department, where he remained for two years. At once, he began to display an unusual gift for organization and ability to think through and to simplify difficult technical problems and to develop more efficient methods for accomplishing desired results. These same qualities were given further exercise in the University of Virginia Library at Charlottesville, where Ranz served as preparations librarian from 1951-53.

Recalled to the University of Illinois in 1953 as library administrative assistant, Ranz spent the next two years assisting in an extensive reorganization of the technical departments, with special attention to the establishment of a central serials department; helped to bring under control a 50-year accumulation of uncataloged publications; and carried a substantial burden of general administrative responsibilities. In addition, he found time to bring near completion the requirements for a doctoral degree in library science.—*Robert B. Downs.*

On September 1, 1955, Edward M. Heiliger became librarian of the University of Illinois' Chicago Undergraduate Division.

Mr. Heiliger comes to this position with a varied background of experience, at home and abroad. He is a native of Rockford, Ill. His basic professional training was received at the University of Denver School of Librarianship, following graduation from the College of the Pacific and completion of a master's degree in history at Denver. His professional career began with an appointment as junior librarian on the Detroit Public Library staff, 1935-37, and then he moved to nearby Wayne University to serve as assistant librarian for five years, 1938-43.

Edward Heiliger

Seized with an itching foot, Heiliger spent the next decade on a variety of assignments in Latin America, including the directorship of the American Library of Nicaragua, 1944-45; organization of a library school and teaching courses at the Universidad de Chile, for the Rockefeller Foundation, 1946-48; service as chief of program management for United States overseas libraries in the U. S. Department of State, 1949; and the directorship of the Biblioteca Benjamin Franklin in Mexico City, 1950-53. Through his long association with Latin America, Heiliger has, of course, acquired a fluent command of Spanish.

The Undergraduate Library at Chicago, which Heiliger now heads, has developed rapidly since its establishment in 1946. As this division of the university carries through its program of future expansion, the demands on the library will be heavy. The preparation which Heiliger brings from his work in university and public libraries, as well as his international experience, equip him admirably to deal with the complex problems he will encounter in his new situation.—*Robert B. Downs.*

Thomas R. Adams became on August 1 the new director of the Chapin Library at Williams College. Previously, he had been for several years head of the Rare Book Department of the University of Pennsylvania Library. Mr. Adams, whose father was the late Randolph G. Adams, was raised in the shadow of the Clements Library with its great collections of Americana and its extensive services to scholars. He was graduated from the University of Michigan and served during the Second World War as a naval officer. After the war he spent a year as research assistant in the Library Company of Philadelphia, preparing a bibliographical study of that institution's extensive holdings in Western Americana. Then he went to the University of Pennsylvania library as assistant curator of rare books and two years later succeeded John Alden as curator. He published studies of the university's collections in certain selected fields, strengthened the library by several notable acquisitions of books and manuscripts, reorganized the cataloging and services of his department, gave energetic assistance to the Union Library Catalogue and other community activities of Philadelphia libraries. His scholarly researches and articles have been concerned with the life and writings of William Smith, first provost of the University of Pennsylvania; the complex bibliographical problems of the various works of Tom Paine; and the career of Samuel Jackson Randall.—*John H. Powell.*

Thomas R. Adams

Richard Barksdale Harwell, formerly assistant librarian at Emory University, on leave for 1954-55 to serve as executive secretary to the Georgia-Florida Committee for Planning Research Library Cooperation, moved to the Virginia State Library on February 1, 1956. On July 1 he will become head of the Publications Division.

Richard Harwell

Mr. Harwell received the A.B. degree from Emory in 1937 and completed the course in library science there the following year. He has held regular appointments at both Duke and Emory Universities, with terms as bibliographical consultant at the Boston Athenaeum and the University of Virginia, in addition to a research fellowship at the Henry E. Huntington Library.

As assistant to the director of the Flowers Collection at Duke he formed a wide acquaintance with Southern history and literature. Brought back to Emory to organize the Keith M. Read Confederate Collection, he has since specialized largely in that field. His first publication was *Confederate Belles Lettres: A Bibliography and a Finding List*, 1941; his latest, an edition of General Richard Taylor's *Destruction and Reconstruction*, 1955. Harwell's *Confederate Music*, 1950, is the authoritative study. His writings include shorter monographs, journal and magazine articles, and book reviews in the Southern field. He has served on the editorial boards of *Emory Sources and Reprints* and *The Emory University Quarterly*, to both of which he has made interesting and important contributions.

Mr. Harwell is a member of the Civil War Round Table, the Bibliographical Society of the University of Virginia, ALA, and the Southeastern Library Association. In World War II he commanded a minesweeper in the Western Pacific.—*Thomas H. English.*

Appointments

Ellen F. Adams has been appointed associate librarian of Dartmouth College, Hanover, N.H.

Cornelius B. Allen is now librarian of New York University's Graduate School of Business Administration. Mrs. Dorothea M. Singer has succeeded him as librarian of the School of Commerce, Accounts and Finance at the same institution.

Robert R. Altenhof is acquisitions and exchange librarian at the Carnegie Institute of Technology, Pittsburgh.

John B. Armstrong is head cataloger of the University of Akron Library.

Jeannette Biribauer is assistant librarian, Fordham University.

George K. Boyce is head of the catalog section of the History of Medicine Division, Armed Forces Medical Library, Cleveland.

Three staff changes have been made recently at the library of the University of California at Los Angeles: Dorothy J. Harmon is gift and exchange librarian; Betty Rosenberg is bibliographical assistant to the librarian; and Charlotte Spence is acting assistant head of the acquisitions department.

Gilbert J. Clausman, formerly circulation librarian of the New York Academy of Medicine, is now librarian of the Bellevue Medical Center of New York University.

Randall A. Deiro is head librarian, Mars Hill Junior College, Mars Hill, N.C.

Richard L. Ducote is head of the serials department in the library of the College of William and Mary.

Mary F. Dreese is librarian, Murray Hill Branch, Bell Telephone Laboratories Technical Information Library.

Margaret E. Egan has joined the faculty of the Western Reserve University School of Library Science in Cleveland as associate professor and as a research associate at the new W.R.U. Center for Documentation and Communication Research.

Edmond Gnoza is assistant librarian for readers' services at the University of Idaho, Moscow.

Anne Hart is head of the circulation department of the Bates College Library, Lewiston, Me.

Howell Johnson Heaney, who has been cataloging the private book collection of Thomas W. Streeter, has recently joined the rare book department of the Free Library of Phildelphia.

Kent Horner is assistant librarian of the Radford College Library, Radford, Va.

E. Junius Josey is librarian and assistant professor of library science at Delaware State College, Dover.

Rosalie Kempe is librarian of the Joseph Schaffner Library of Northwestern University in Chicago.

Benjamin M. Lewis, formerly teacher-librarian at Eastern Illinois State College, is now head librarian of Hamline University, St. Paul, Minn.

Donald N. MacKenzie is with the readers' services division of Northwestern State College, Nachitoches, La.

Recent appointments at Michigan State University include: Henry Charles Koch as divisional librarian in the Social Science and Literature Room, and William Sanford Stoddard, Jr., as divisional librarian for the College of Business and Public Service.

The following appointments have been made in the Ohio State University Libraries: Richard C. Berner, librarian, History, Political Science and Map Graduate Libraries; Richard M. Burford, assistant librarian, Education Library; Edith M. Churchill, librarian, Commerce Library; Mildred D. Donohue, librarian, Health Center Library; Florence Hendee, librarian, Geology Library; Atha L. Henley, librarian, Pharmacy Library; Paul J. W. Kann, librarian, Modern Languages Graduate Library and instructor in library administration; Ruth G. Lawson, reference assistant; Jean M. Leyman, assistant circulation librarian; Sidney E. Matthews, acquisition librarian and assistant professor of library administration; Mary B. Pinson, bibliographer; Janina E. Talat-Kielpsz, bibliographer; and Anne J. Wenger, librarian, Social Administration Library.

Richelieu Orr is in charge of technical services at Arkansas Polytechnic College, Russellville.

Bela Pottyondy is bibliographer specialist at Notre Dame University.

Valerie B. Puchinger has moved to St. John's University (N.Y.) as assistant librarian in charge of reference and circulation.

Mrs. Lola Quinlan is now exchange librarian at Iowa State College.

Eugene N. Salmon is head circulation librarian in the University of Oregon Library.

William Shank is acting chief music librarian and audio visual director of the Roosevelt University, Chicago.

Robert W. Sillen is librarian of the Andover Newton Theological School, Newton Center, Mass.

Richard Snyder is in charge of the Life Science Library at Indiana University.

Marie T. Sullivan is assistant reference librarian at the University of New Hampshire.

Phillips Temple, formerly librarian of the Georgetown Institute of Languages and Linguistics, is now librarian of Page Communications Engineers, Washington, D.C.

Sarah K. Thomson is reference librarian of Barnard College, Columbia University.

Russell Trudell is head of the serials and order department of Rensselaer Polytechnic Institute, Troy, N.Y.

James Van Luik is chemistry librarian (with the rank of assistant professor) at Purdue University.

Charles W. Warren is circulation librarian at the University of New Mexico.

The Wayne University Libraries report the following appointments: Joan Gilmore, assistant librarian, catalog department; Mrs. June Leath Huntley, junior assistant librarian, Medical Library; Mrs. Jeannette B. Lowry, junior assistant librarian, acquisitions department; Robert G. Scott, junior assistant librarian, catalog department.

Retirements

Edith E. H. Grannis, librarian, and Mamie R. Martin, associate librarian, have retired from the library of the St. Cloud (Minn.) State Teachers College.

Ethel B. Kellar, who has been with Northwestern University since 1923, has retired from the librarianship of the Joseph Schaffner Library of that institution.

Helen Treat, librarian in the Humanities Reference Service, University of California Library, Berkeley, retired January 1, bringing to a close more than 26 years of service. She became a member of the staff in October 1929 as a librarian in the reference division. Prior to coming to Berkeley, Miss Treat was head of the reference department at Washington State Normal, and of the circulation department at Oregon State. She served also as reference assistant at the New York Public Library, and held posts at the Youngstown Public Library, Omaha Public Library, and the Department of Agriculture Library, Washington, D.C. She is a graduate of Oberlin College and obtained her B.L.S. from the New York State Library School.

Foreign Libraries

Curt Fleischhack became director of the Deutsche Bücherei in Leipzig on October 1, 1955.

Hermann Fuchs is director of the University of Mainz Library, succeeding Walter Menn.

Krister Gierow is head librarian of the University of Lund.

Rudolf Juchhoff is director of the Universitäts- und Stadtbibliothek in Cologne as the successor of Hermann Čorsten.

Necrology

Mrs. Lillian B. Griggs, librarian emerita of the Woman's College Library of Duke University, died on April 11, 1955, at the age of 79.

Alf Houkom, head librarian of St. Olaf College in Minnesota, died on May 23, 1955.

Kathleen M. Keating, assistant librarian of the University of California at Berkeley from 1930 until 1947, died on April 10, 1955.

Review Articles

Study of Research Library Problems

Problems and Prospects of the Research Library. Edited by Edwin E. Williams. Published for the Association of Research Libraries. New Brunswick, N.J., Scarecrow Press, 1955. 181p. $4.50.

This is a remarkable book. It is remarkable not for its content, which is probably known to all experienced research librarians, but because it represents a step forward in the furtherance of understanding between the top administration and faculty members of universities and their librarians. In many ways it represents a historic event, since librarians (39 of them) met with 20 professors, three vice-presidents, two presidents, and one chancellor to discuss the growth and financial problems of university libraries. Four of the librarians represented non-university libraries: the John Crerar Library, the Newberry Library, the New York Public Library, and the Library of Congress.

Mr. Williams, who is to be congratulated for weaving into a single volume the miscellaneous papers and statements presented at the conference, held at Allerton House, Monticello, Illinois, October 29-31, 1954, introduces the volume with the following basic questions: "How much of the written record of civilization ought to be preserved, and how much of it can be? Whose is the responsibility? How should all that is preserved be organized for use?" The reader will not find answers to these questions in the volume. "The Monticello Conference was not expected to answer these questions or even much less basic ones. Rather, it was expected to ask questions suitable for consideration by a commission that the Association of American Universities hopes to sponsor," Mr. Williams observes.

It is unfortunate that not more than six vice-presidents or presidents attended the conference. Each institution belonging to the Association of Research Libraries or the Association of American Universities was invited to send not only its librarian but also its president and one faculty member. One professor and one president who submitted papers for reading were not able to attend. It is unfortunate that more presidents or vice-presidents did not attend because the volume clearly suggests that they might have become educated to the ponderous problems of the major research libraries. In a letter to Robert B. Downs, chairman of the conference, Dr. Louis R. Wilson, dean emeritus of the Graduate Library School of the University of Chicago and former librarian of the University of North Carolina, wrote: "Unfortunately, the library is an area of university life about which the executives know far too little for the good of the total work of the institution. They know how to build buildings, to employ faculty members and work with trustees and legislatures and other problems of income, but they have not known the extent to which every class and research project depends upon the library for aid. They also are unaware of the fact, to a degree that is hardly pardonable, that the complexity of modern university libraries is such as to require skilled and well-trained personnel to direct and perform all of the library's work effectively."

The first session of the conference considered the general topic of "Opportunities and Pitfalls," and included papers by President Lloyd Morey of the University of Illinois, President John D. Millett of Miami University (he was unable to be present), Dr. Robert A. Miller, director of the Indiana University Library, and Professor Henry Gilman (Chemistry), Iowa State College. Dr. Miller discusses the reasons for the calling of the conference and emphasizes values as well as costs. Professor Gilman explains why well-stocked and well-administered libraries are needed by scientists. Dr. Millett comments on the misinterpretations of remarks made about libraries and librarians in his *Financing Higher Education in the United States*. Dr. Millett would like to see librarians get closer to their administrations. One might say that many librarians would

like to get closer, if their administrations would allow it. President Morey's remarks suggest that the presidents, as well as the librarians, have something to learn in this respect.

The second session of the conference was concerned with "Library Operation." Dr. Raynard C. Swank, director of the Stanford University Libraries, provides a "facts-of-life" statement of what goes into "The Cost of Keeping Books." After a consideration of the characteristics of research and scholarship which affect the library directly, Dr. Swank reviews the elements of books and libraries which press upon costs. He then directs attention to eight areas for possible study by the proposed commission: (1) functions of the university in relation to library needs, (2) control of acquisitions, (3) weeding, (4) cataloging, (5) accessibility of collections, (6) nature of reference service, (7) library organization, and (8) management and equipment. Research librarians will appreciate the emphasis that is placed on functions. So long as university librarians are responsible for the integration of the facilities and services of their libraries into the sensitive fabric of expanding curricula and increasing enrollments, so long will it be necessary for university administrative officers to support the library programs.

Professor James D. Hart (English) of the University of California, in his discussion "What a Scholar Expects of Acquisitions," observes that "the professor accepts as axiomatic the necessity for growth of the library if his university is not to stagnate." With some realization that some corners must be cut, however, he proposes increased use of microreproductions, both within individual libraries and on a cooperative basis, the extension of the Farmington Plan, and the systematic development of interlibrary services (not just interlibrary loans).

Professors William B. Hamilton (History) of Duke University and Joseph S. Fruton (Biochemistry) of Yale University discuss the card catalog. Professor Hamilton, describing himself as "a fifth columnist in your midst," introduces his remarks with the statement, "I come not to bury the catalogue, but to praise it and to advocate its growth." The needs of the humanist and the social scientist cover wide areas and their rambling approaches require card catalogs and other sources as guides. He asks for more intensive subject analysis, and calls attention to inadequacies of the Library of Congress headings in specific situations. He is also critical of "overcorrectness" in author and subject entries. He would like to see well-developed dictionary (rather than divided) catalogs, the cataloging of documents, and the analysis of serials. Classification is not regarded as too significant, and limited funds should be put into subject cataloging. Professor Fruton observes that "classification is an essential operation whereas the worth of the subject catalogue is open to question." This is especially true, comments Professor Fruton, in libraries where the users have access to the shelves. Apparently, then, there are two sides to the question—as most librarians know. Get any group of professors —or just two of them—together and there is a conflict of opinion. Dr. Swank's concern for a study of the use of the catalog receives support from these comments. Professor Fruton also discusses the relation of card catalogs to other bibliographical apparatus, descriptive cataloging, the difficulty of finding materials issued by corporate bodies, the high cost of cataloging, and the usefulness of classified accession lists. He advocates partial reclassification for collections which have glaring deficiencies in arrangement.

From the standpoint of a professor of physics, Philip M. Morse of the Massachusetts Institute of Technology makes significant observations on "What Scholars Expect of Service to Readers." Speaking only for the physicist, he stresses the importance of recency of publication in his field. What to do with outmoded books is the librarian's problem. He notes: "I can only emphasize the fact that he [the physicist] does not want them on the shelves holding the books he is using daily, that he does want to get the new material there as quickly as possible, and that he wants to be able to find it without searching catalogues and classification systems." To find out how this can be done practically would indeed be a feather in the hat of the proposed commission. The suggestion of systematic discarding may be disconcerting to some librarians.

The third session was devoted to "Cooperation and Specialization." Dayton D. Mc-

Kean, professor of political science and dean of the Graduate School at the University of Colorado, comments on "A Scholar's View of Cooperation." Appropriately, he takes exception to President Harold Dodds' statement that neither librarians nor faculties can be expected to be seriously interested in radical changes or economies and that "it seems to be generally agreed that if anything substantial is to be accomplished in the way of library economies it will be done only by the intervention of presidents and boards of trustees." Professor McKean makes pertinent observations on the growth of libraries (and the prestige of size), the proliferation of journals and the need for planned parenthood in this area, and the relation between the introduction of professional schools and library budgets. He is critical of the work of associations in urging the establishment of professional schools on a basis of pure rivalry. Regional cooperation in library purchasing and in establishing schools and departments is urged.

Dr. Robert B. Downs, director of the library and library school at the University of Illinois, provides an incisive review of "Library Cooperation and Specialization." Dr. Downs also refutes the statement that "librarians have been wasteful or inefficient in their expenditure of institutional funds." He traces the development of cooperative enterprises and efforts to specialize in collecting. He points out weaknesses in the undertakings, and makes the following pertinent observations: (1) cooperation has distinct limitations, (2) the best opportunities for cooperation are in specialized subjects and in little-used kinds of materials, (3) fewer obstacles to cooperation exist in locations where libraries are concentrated than in regions where distances are great and libraries are scattered, (4) possibilities for cooperation exist in areas with inadequate library resources, even though distances may be wide, (5) positive cooperation can be expanded in preservation of such materials as newspapers, local archives, and manuscripts, and coverage in foreign serial publications, maps, and research reports, and (6) no form of cooperation is a cure-all for all library problems.

Dr. Lewis C. Branscomb, director of libraries of Ohio State University, follows up some of the points made by Professor McKean and Dr. Downs in his discussion of "Library Specialization through Institutional Specialization." In addition to cooperative library projects, there is a need for universities getting together and cooperating on national and regional bases in regard to curricula. Activities in the South and West in this connection are cited. To this reviewer, such plans are likely to develop too slowly to aid libraries unless there is a national program supported by the AAU.

Discussion of these papers includes comments on the Midwest Inter-Library Center as an example of the way out for libraries, the proposed Northeastern Regional Library, developments in the Southeast, microphotographic reproduction and interlibrary loans, and how to get more out of cooperative cataloging. As Verner Clapp of the Library of Congress points out, much more can be done in the field of cataloging. If Professors Hamilton and Fruton are right about cataloging, perhaps Dr. Ralph E. Ellsworth's comments on full support for more effective centralized cataloging is more than a blind stab in the dark.

The fourth session was devoted to the "Financial Situation." This, of course, was the real reason for calling the conference, and will be the focus of attention of the proposed commission. Harvard's growth in its library budget from $600,000 in 1937 to $2,340,000 in 1954 is described by Dr. Keyes D. Metcalf in "Facing the Consequences of Growth." The problem of growth is not new, as Dr. Metcalf points out, but the profession will need to do something about it in the near future. He is convinced that presidents and professors will have to work closely with the librarians in the solution of the problem.

Mr. Donald Coney, writing of "A Librarian's View of Library Finance," opens his statement with the following comment: "I wish to state my position at the outset candidly: I believe that the universities of the United States, public and private, are collectively not spending enough money on books and on library services." Mr. Coney calls attention to savings which can be made in improvement of procedures. However, he concentrates his attention on well-planned cooperative enterprises which will

get libraries away from the "medieval state of individual acquisitiveness." Mr. Coney emphasizes also the need of work or performance budgets to show the relation of library services to appropriate university activities.

Discussion of this session was devoted to such matters as travel funds for scholars and for books (scholars going to where collections are, and possibly allowing collections to follow moving scholars), rivalry and specialization in collecting, the relation between financial problems and philosophical problems of education, and the pressure for expansion in terms of future needs. All of these are important problems for the consideration of the proposed commission.

The fifth and final session was devoted to "The Future." The statement of the AAU by its Special Committee on the Proposed Study describes the need for the study, its sponsorship, and scope. Dr. Paul Buck, newly appointed director of the Harvard University Library, provides the basic paper, "Looking Ahead." Dr. Buck takes a calm attitude toward the development of the university library. He is critical of librarians for having taken a negative approach to their problems. His credo in encouraging: (1) "the library is the heart of education," (2) "the library remains the great conservator of learning," (3) "quality education is impossible without a quality library," (4) "you cannot have a quality faculty without a quality library," (5) "a library is vital to proper exploitation of our intellectual resources," and (6) "the library is essential to maintenance of free access to ideas and to the functioning of the untrammeled mind." These, to Dr. Buck, are obvious truths, and librarians might well exploit them positively.

Mr. Williams has forestalled criticism of the discussions by indicating the exploratory nature of the conference. Most of the topics, if not all of them, have been on the agenda of the ARL and ACRL groups for many years. President Millett's original observations, whether or not they have been misinterpreted, have had some value in stirring thoughts anew. Dr. Buck's allaying comments should be taken in their proper perspective of the many problems facing research librarians. Speculation and guesswork need substantiation.—*Maurice F. Tauber.*

Serial Publications

Serial Publications; Their Place and Treatment in Libraries. By Andrew D. Osborn. Chicago: American Library Association, 1955. xiii, 309p. $6.

Whatever else may be said of this book, it must be acclaimed as a landmark in the literature of professional librarianship. The mere fact of its having brought together the best thinking in the serials realm—heretofore scattered in innumerable small unmanageable parcels—would have been a sufficient gift for librarians young and old. But Dr. Osborn does not leave matters floating hither and yon as does altogether too much of our "impartial" professional writing. He sets up his problems, presents alternative points of view, and in all but a few cases (where, apparently, the weight of evidence is to him indecisive) he makes reasoned choices among available principles and practices.

A writer cannot be all things to all readers. Some of us will complain that the introductory pages on the history of serial publications are skimpy and unsatisfying. The author will reply with justification that these pages were designed only to set the stage with its magnitude, complexity and variety of problems. A few will say that the author's lengthy quotations from source materials are sometimes superfluous for readers with background and experience. Many will counter with the thought that such a combination of anthology and text is superb for the uninitiated librarians who make up a large population. Others will find fault with the overuse of large research libraries for example and authority. In mitigation of this genre of card-stacking, it may be said that only in these libraries can one find the full gamut of problems from the simplest to the most complex. Nevertheless, the emphasis on large library practice is unfortunate because, in matters relating to objectives, organization, division of labor, and personnel training, smaller institutions are radically different from their larger and richer relatives. Dr. Osborn was aware of this problem, but labored under the obvious difficulty of finding either a literature or a well-advertised sound experience upon which to draw toward a discussion of serial publications in

smaller libraries. In an area like the selection of serials, where small and medium-sized libraries have had adequate attention, the author does incorporate appropriate sources and discussions. So that, if a reader finds it hard to appreciate the enthusiasm for *New Serial Titles* as a selection tool, he will also find a well-rounded list of compilations with which to work.

Dr. Osborn's book does not explore fully all library sizes, types and situations (what book can?), but it does cover all phases of the serials axis save one—the training of serials librarians in library schools and libraries. A run-down of its chapter titles shows materials on library organization for serials work; serial selection; acquisitions; checking; a full debate on the visible index and its rivals; cataloging and classification; housing and servicing; reference and circulation; binding; microreproduction; rarities and archival material; publications of international organizations; reprints; abstracting and indexing; and union lists. Public documents, which are generally serialized or amenable to serialization, are considered throughout as an integral part of the serials constellation. An appended section samples a half dozen "whoppers" from the gallery of the thousand and one serial nightmares. The book may not be explicit on the aspect of training serials librarians, but it certainly contains mighty implications and suggestions for library schools and supervising librarians.

In a field so vast and various, so full of nooks and crannies of private opinion, there will inevitably be a multitude of differences among librarians with the best of dispositions and intentions. This reviewer, of course, has a number of his own prejudices and would like to air a couple here. He would question, for example, Osborn's clear preference for giving catalogers hegemony over the reference, acquisitions and binding processes. The author finds the experience of cataloging to be the outstanding preparation for reference work as well as for making decisions at other points in the library life of the serial. No one will argue the point that in the course of descriptive cataloging librarians develop a rich fund of expert knowledge which is indispensable to the other functions. It is equally true, however, that the context of reader use offers the best type of experience for developing reference librarians. It is true also that knowledges and skills gained in the context of reference and research have at least as relevant a claim to leadership in decision making. One may say also that the valuable cataloging experience which Osborn celebrates is acquired mostly by librarians at seminal bibliographical depots like the Library of Congress and Harvard University, the institutions upon which he draws so heavily in deriving his own ideas.

Similarly, traditional patterns of library organization prevent the author from fully appreciating the merits of organizing serials functions around the core of reader services. Some library should be ready to experiment with a central serials section, operating with and located adjacent to the reference services, and manned by representatives of the catalog, acquisitions and reference services. (The University of California and New York University were at one time operating partly in this manner.) Herein lies the promise of an economically maintained central record to which each specialist and functionary can contribute his valuable part without disturbing tested organizational patterns.

The visible index, which Dr. Osborn has all but deified in his book, would then be the hub of serials activity without breaking down conventional departmental lines. The information it contains would then be available always at the critical point of use; and the time-consuming process of telephoning to an acquisitions point would be avoided. Naturally, other forms of organizational invention would enter the adapting of this pattern to subject-divided libraries. Apropos of the visible index, this reviewer does not feel that its full role emerged in clear definition from the many pages devoted to it. At times it appeared to be a master record of everything a library knew about its serial collection. At other times it seemed a current working record to be complemented by "S-cards" (holdings record) in the shelf list, in the public catalog, and/or in a serials catalog. Doubtless there is no one and only course to recommend in such matters; but we would have appreciated knowing the author's conception of a model catalog and record system.

We would also have liked to have his firm conclusions in the chapter on binding, wherein too many moot questions remain

unresolved. We find, in the same category, the plaguing question of whether to keep a monographic series together or to classify its component parts separately. Osborn says that the presumption is in favor of scattering a series "whose component parts should obviously be on classified shelves by author and subject." What makes such matters "obvious"? Do we disregard binding and classification costs along with probable frequency and manner of use if a monographic work in series looks like a monographic separate? We could use some brass-tack definition here as well as in the treatment of series entries on pages 166-69. And, alas, the matter of displaying current unbound serials! Do we page, or pay for replacements—many of which are not even available to be paid for? Many librarians have arrived at the sad formulation that those periodicals which are most eligible for display should be kept on closed shelves. Or, nearer despair, you make available on shelves and tables only what you would discard!

But then, again, if Dr. Osborn had answered all questions and made pat decisions for us in all instances, he would have deprived us of freedom of choice in matters which must, for the time being, remain flexible. We are grateful to him for this and for the splendid common sense and balance displayed in weighing available alternatives. This author has risen above empty rigidities and hollow professional talk which sometimes reverberates so loudly as to prevent our hearing ourselves think. He has refused midwife attendance to mountains laboring to bear those ugly little mice which frighten timid young librarians away from "operation serials."

If, as Osborn indicates, the serial is displacing the conventional book from the center of the reference stage, it is time for reorientation. This book and its excellent bibliography constitute a foundation on which we can rest for many a year.—*Sidney Ditzion, The City College of New York.*

The Harvard Library

Report on the Harvard University Library: a Study of Present and Prospective Problems. By Keyes D. Metcalf. Cambridge: Harvard University Library, 1955. 131p. $2.50.

This report is perhaps the last from Harvard to bear the name of Keyes Metcalf—the last of a long and distinguished series that document the recent history of the world's greatest university library. Never has any other university library told its story so fully, so conscientiously, and with such benefit to the library profession—its goals, its problems, its needs, and its methods. To appreciate the magnitude of this achievement and to see this report in its proper perspective, one should look first to the last supplement, which is "A Selected Bibliography" of affairs of the Harvard library.

This bibliography is impressive. The *Harvard Library Bulletin* is a significant feature. Although most of the publications originated during Metcalf's administration, a few of the older classics, such as Currier's "Selective Cataloging at the Harvard Library" (1924) are included. Among the fifty or so titles that follow, there are Osborn's "The Crisis in Cataloging," and all the familiar works of Metcalf's other colleagues —Edwin Williams, David Weber, William Jackson, Susan Haskins, and Philip McNiff. Yet Metcalf's own contributions dominate the list—his work on acquisition, space, finance, cooperation and specialization, and administration. To him the credit is largely due for this extraordinary record of the Harvard library during one of its most critical periods, when it finally faced the overwhelming problem of growth.

This report is the last of the series as far as Metcalf's administration is concerned; it is hoped that his successors will carry on. Indeed, this last official statement was written for his successors, particularly the new director of the library. It deals with the situation of the library as he left it, "its weak spots and the things that might have been done or should have been done, but have not." It also discusses "in some detail the library's financial situation and its needs for the future."

The chapter on acquisition summarizes the familiar perennial problems that relate to the building of the collections: the effect of acquisition on subsequent library costs, the formulation of an acquisition program, the dilemma of duplication, and the de-

velopment of new fields. Regarding the last an excellent statement of policy, as adopted by the Library Committee of the Faculty of Arts and Sciences, is reprinted in full. This may be useful to many libraries which, like Harvard, have had difficulty in obtaining advance recognition of library needs as the university expands into new programs of teaching and research. The statement ends disarmingly: "the committee thinks it necessary to state that acquisitions can be made only with difficulty in a new field unless funds are provided for the purpose."

In cataloging Harvard has long been a leader; again, the names of Currier, Osborn and Haskins are notable. In this chapter, Metcalf treats of arrearages, "work that does not stay done," results of uncoordinated cataloging, special indexes and catalogs in Widener, catalogs in book form, and the effect of increased acquisition funds. The sections on special indexes and catalogs and on catalogs in book form are especially interesting. It may be recalled that Harvard played a significant role in the evolution not only of the *International Index* but also the *Art Index* and the *Index to Legal Periodicals*. The possibility of printing parts of the library catalog, such as the entries for certain voluminous authors, is now under consideration.

Under service to readers, problems relating to the care and preservation of the collections are reviewed, together with principles of service to readers and such special problems as hours, loan periods, and fines. It is reported that $265,000 is now needed for relabeling, repair, and rebinding of materials in the Widener stack alone.

In the chapter on interlibrary cooperation, after a review of such projects as foreign newspaper microfilms, *Short-title Catalogue*, and New England Deposit Library, Metcalf again proposes that the direct costs of interlibrary loans might well be paid by the borrowing libraries. A possible charge of $3 per loan, in addition to transportation, is implied. Two reasons are given: "interlibrary cooperation will inevitably be challenged, particularly in times of financial stress, unless a charge is made for the actual cost of service rendered," and "a service charge might even tend to increase the number of requests from smaller libraries, which now often hesitate to ask for loans because they realize that they are unlikely to have an opportunity to reciprocate." Substantial charges are also suggested "for outsiders who are working at Harvard on specially financed research projects or on scholarships, and also for others who use the library intensively and for long periods." These possibilities may be disturbing to some librarians and scholars, but they cannot be taken lightly when they come from the university library that for generations has contributed more than any other to the scholarship of the nation.

The chapter on space outlines a long-range policy of physical decentralization as a means of controlling the cost of housing the collections. As an alternative to building an even more gargantuan Widener, the New England Deposit Library, Houghton, and Lamont, together with extensive underground stacks are being used to absorb the growth of the collections. It is estimated that by using storage and other decentralized methods, Harvard should be able to house 120,000 additional volumes per year for an annual price of $100,000 for new construction, whereas the same space would cost about $180,000 in a new central library building.

There are chapters on personnel and administration, then a final one on finances. In the summary it is noted that "The University Library as a whole is in need of nearly $9,000,000," despite the fact that Harvard is now spending "more than $2,400,000 per year to support the largest university library in the world." The reasons are to be found in the cumulative growth of the library, the accompanying rise in unit costs of processing and service, and the additional demands for service that invariably result from improvements in the library program.

Supplement A is "The Harvard University Library: a Graphic Summary" and Supplement B "The Development of Library Resources at Harvard: Problems and Potentialities," both reprinted from recent issues of the *Harvard Library Bulletin*. A more detailed analysis of "Cataloguing in the Harvard Libraries" is presented in Supplement C, and Supplement D concerns "The Proposed Merging of Catalogues and Related Changes in Widener." Supplement E is

"The Proposed Training Program for Library Administrators," a provocative plan that involves the Graduate School of Arts and Sciences in conjunction with the Graduate Schools of Business Administration, Education and Public Administration. Supplement G is a summary of "Needs for Additional Funds, Particularly for the College Library," and the final supplement is the bibliography.

In general, the report is a brief but fairly comprehensive account of the thinking, achievements, and aspirations of Keyes Metcalf as Harvard's librarian. His administration was unusually successful in that he did accomplish all of his main objectives: Houghton, the New England Deposit Library, Lamont, and the underground stacks. These, together with Widener, comprise a new design for the Harvard library of the future. They are a great credit to Metcalf's vision and statesmanship and to the understanding of the university administration that supported him. His work is a model for university librarians everywhere.

Metcalf went to Harvard in 1937, retired in 1955. To Paul Buck, his successor, he left this report. He has now joined the staff of the new graduate library school at Rutgers University, and it is hoped this new association will be fruitful and long. The future administrators of our university libraries can learn much from Keyes Metcalf —his aptitude for the bold dream, his respect for the fact, his industry, his modesty, and his realization that the problems of the university library require for their solution the best efforts of librarians, faculties, and presidents alike. In the university community, the library is everybody's serious business.—*R. C. Swank, Stanford University Libraries.*

British Union List

British Union-Catalogue of Periodicals: A Record of the Periodicals of the World, from the Seventeenth Century to the Present Day, in British Libraries. Vol. 1, A-C; to be complete in 4 vols. New York: Academic Press, 1955- . By subscription, $26.60 per vol.; after publication, $32.20.

The appearance of the first volume of the *British Union-Catalogue of Periodicals (BUC)* marks an important event and provides a publication of considerable importance for any library in the United States catering to the needs of those engaged in research and scholarship. How can this be so? Most American librarians and their clientele have little concern for the holdings of British libraries. Further, it may be said that, after all, there is very little difference between a *Union List of Serials in the United States and Canada* and a union catalog of periodicals in the British Isles. That "little difference," however, is present and becomes a matter of vital concern to anyone engaged in processing and servicing serial publications.

BUC is a record of the periodicals of the world from the seventeenth century to the present day, in whatever language and on whatever subject, filed permanently in British libraries. It includes particulars of over 140,000 titles contained in 440 libraries. The second edition of our *Union List*, 1943, contained 120,000 titles. The arrangement is alphabetical by title. All periodicals having a specific individual title, whether issued independently or by an organization, are entered under the first word, not an article, of their names. A periodical issued by any kind of organization is entered under the name of the organization if this name forms a direct or indirect part of the main title, or if the title is not specific in itself. All periodicals are entered under their earliest known names, followed by particulars of all changes of name in chronological sequence. References are given from all later names to the original name. (This is just the opposite from the *Union List.*)

In determining the alphabetical order of entries certain departures from a strict alphabetization have been made:

1. Articles are printed, but ignored in filing. All conjunctions, prepositions and minor connecting words are printed, but ignored, e.g. *Annales du Midi* comes before *Annales de Normandie*. The arrangement is by words printed in heavy type. This has been done to avoid the uncertainties caused by such connecting words as *de, de la, des, ueber die gesamte*, etc.

2. Honorific adjectives in the names of societies, etc., are abbreviated to their initials and ignored in the alphabetical arrangement unless they are unusual or form an integral part of the name. (This little difference results in Irish Academy R., but retains Royal Society of London.)
3. Certain words which are used in titles sometimes in the singular and sometimes in the plural are arranged in a single alphabetical sequence, e.g. *Jahresbericht(e)*.
4. Variant spellings of a word are amalgamated in a single sequence, e.g. *Bollettino* and *Bullettino*.

Librarians and their clientele engaged in processing, servicing and utilizing serials are concerned with an individual serial's birth, name changes, marriages, divorces, diminutives, nicknames and death. A tool which provides any of this information not readily available elsewhere is greeted with open arms. There is hardly a page in the first volume of *BUC* which does not list one or more titles not to be found in our *UL*. The liberal inclusion of non-administrative government publications is a welcome addition. The abbreviations of serial titles used in citing references to articles are the *bête noire* of a reference librarian, despite the recent attempt at standardization and the increased number of lists of such abbreviations. These diminutives must be translated into a title, then manipulated into a form of entry corresponding to ALA, LC or home-grown rules in order to determine whether the publication is present in the library and if not where it can be located. *BUC*, because of its difference in form of entry and its difference in alphabetization, will help to banish the *bête noire*.

All of us, to quote C. Summer Spaulding of the Library of Congress, "who are intimately concerned with the task of domesticating that intractable, outsized, yet utterly invaluable monster in our menagerie . . . serial publications" have now available another whip with which to exercise bibliographical control. *Vive la différence!*—*T. P. Fleming, Columbia University.*

Books Received

El Acceso a la Información. Procedimientos bibliográficos. Procedimientos documentales. Procedimientos mecánicos. By J. Frederic Finó and Luis A. Hourcade. Santa Fé, Argentina: Imprenta de la Universidad Nacional del Litoral, 1955. 22p.

Annual Report for the Fiscal Year Ended September 30, 1955, Carnegie Corporation of New York. New York, 1955. 92p.

Business Literature: A Reading List for Students and Businessmen. Baker Library, Graduate School of Business Administration, Harvard University, November, 1955. 22p. (Reference List, No. 17)

Carl Friedrich Gauss; Titan of Science. A Study of His Life and Work. By G. Waldo Dunnington. New York: Exposition Press, 1955. 479p. $6.

A Catalog of the Foster Stearns Collection on the Sovereign Military Order of St. John of Jerusalem, Called, of Malta. Prepared by Reverend Oliver L. Kapsner, O.S.B. Washington, D.C.: Catholic University of America Library, 1955. 61p. $1. Order from Office of the Director, Catholic University of America Library, Washington 17, D.C.

English County Maps: The Identification, Cataloguing and Physical Care of a Collection. By R. J. Lee. London: The Library Association, 1955. 32p.

The Essentials of Public Administration. By E. N. Gladden. London: Staples Press, 1955. Distributed in U. S. by John de Graff, 64 W. 23rd St., New York 10.

Guide to the Stars. By Hector MacPherson. New and rev. ed. New York: Philosophical Library, 1955. 144p., plates. $2.75.

Handbuch der Bibliothekswissenschaft. By Fritz Milkau. 2d ed., rev. and enl. by Georg Leyh. Wiesbaden, Germany: Otto Harrassowitz, 1955. pp. 209-304. 10.50 marks. ("Geschichte der Bibliotheken," Vol. 3, No. 12)

The International Who's Who. 19th ed. London: Europa Publications, 1955. 1082p. $17.50. Distributed in U. S. by Stechert-Hafner, New York.

Introduction to Still-Life. By Allan Gwynne-Jones. London: Staples Press, 1954. $7. Distributed in U. S. by John de Graff, 64 W. 23rd St., New York 10.

Libraries in the Southwest; Their Growth, Strengths, Needs, in papers presented by a Conference of Librarians and Writers co-sponsored by the Rockefeller Foundation, Occidental College, and the California Library Association, and held at Occidental College,

April 16, 1955. Ed. by Lawrence Clark Powell. Los Angeles: University of California Library, 1955. 70p. (Occasional Papers, No. 3)

Manuscript Collection of the Minnesota Historical Society. Comp. by Lucile M. Kane and Kathryn A. Johnson. St. Paul: Minnesota Historical Society, 1955. 212p. $3.60.

Manuscripts and Documents: Their Deterioration and Restoration. By W. J. Barrow. Charlottesville: University of Virginia Press, 1955. 86p. Distributed by author for the purpose of obtaining criticisms and suggestions.

Planning a Library Building. Proceedings of the Library Buildings Preconference Institute, St. Paul, Minnesota, June 19-20, 1954. Hoyt R. Galvin and Kathryn Devereaux, eds. Chicago: American Library Association, 1955. 112p., illus. $3.

Reflections of a Physicist. By P. W. Bridgman. 2d ed., enl. New York: Philosophical Library, 1955. 576p. $6.

Study Abroad. Études à l'étranger. Estudios en el Extranjero. Vol. 7. 1955-1956. Paris: UNESCO, 1955. 703p. $2. (paper)

Training Needs of Librarians Doing Adult Education Work. By Lester Asheim. Chicago: American Library Association, 1955. 44p.

The Treatment of Special Material in Libraries. By Robert L. Collison. London: Aslib, 1955. 104p. Rev. and enl. ed. of *The Cataloguing, Arrangement and Filing of Special Material in Special Libraries*, published by Aslib in 1950.

World Survey of Education. Handbook of Educational Organization and Statistics. Paris: UNESCO, 1955. 943p. $16. (cloth)

Research Libraries in South Africa

(Continued from page 140)

tography is generally used in place of loans.

The youngest area industrially and in library resources is that of the Durban-Pietermaritzburg area. Natal University Library, with its Institute of Social Research (at which American professors such as Brunner of Columbia have recently worked for long periods), is fairly strong on sociology as is the city library, a library to which almost half of the local European population belong. The university library has a growing collection of material on the Indian subcontinent, and the curious may like to visit the Mahatma Gandhi Library and the library of the Arabic Study Circle. The university library is strong in runs of engineering journals and in geology. Its recently established medical library is small compared with those at Johannesburg and Cape Town. The medical faculty, which it serves, caters primarily to non-European students. Fortunately it has received considerable help from medical libraries in America and Britain. Natal is one of the big sugar-growing areas of the world, and a library containing a comprehensive collection of material on this product will be found just outside Durban, namely that of the Sugar Experimental Station at Mount Edgecumbe.

In Pietermaritzburg, good collections of zoological journals will be found in the Natal Museum and in the library of the university. This city contains the Natal Society Library, a subscription library almost as old as the "colony" itself. Perhaps the most rewarding visit will be that paid to the private library and museum belonging to Miss Killie Campbell. Situated in her own home in Durban, this collection, cared for by Miss Campbell herself, with lady assistants, contains books (26,000 of them), papers, and objects relating to the African native south of the Sahara. It surely must be one of the most remarkable collections on a given field still remaining in private hands. What is more remarkable is that it is well organized and easily accessible.

This impressionistic survey has not been exhaustive or detailed. Perhaps it has even been a little unbalanced. But, if it has stimulated the curiosity of the reader, it will have served its purpose.

Nominees for ACRL Offices

1956-57

THE FOLLOWING NOMINATIONS were submitted by the ACRL Nominating Committee (Lois H. Daniel, Violet Gustafson, Guy R. Lyle, Donald O. Rod, H. Dean Stallings, Mrs. Thelma V. Taylor, and Ermine Stone, chairman). The vice-president is elected for one year in that office and by constitutional provision becomes president the following year. Directors are elected for a term of three years. ACRL Representatives on ALA Council are elected for four-year terms. In the fourth year they serve in the dual capacity of representatives and members of the ACRL Board of Directors.

PRESIDENT

OTT, Robert W., director, Iowa State College Library, Ames, Iowa.

VICE-PRESIDENT AND PRESIDENT-ELECT (one to be elected)

Davidson, Donald C., librarian and lecturer in history, Santa Barbara College, Santa Barbara, California.
Thornton, Eileen, librarian, Vassar College, Poughkeepsie, New York.

DIRECTOR-AT-LARGE (one to be elected)

Cook, Mrs. Mary Manning, reference librarian and lecturer in bibliography, Mills College, Oakland, California.
Janeway, Ray Curtis, librarian, Texas Technological College, Lubbock, Texas.

REPRESENTATIVES ON ALA COUNCIL (four to be elected)

Brubaker, H. A., librarian, Lawrence College, Appleton, Wisconsin.
Thomas, Brother A. F., librarian, Iona College, New Rochelle, New York.

Daniels, Marietta, associate librarian, Pan American Union, Washington, D.C.
Nicholson, Natalie N., reference librarian, Massachusetts Institute of Technology, Cambridge, Massachusetts.

Skidmore, Lottie, librarian, Joliet Township High School and Junior College, Joliet, Illinois.
Pierce, Helen Frances, librarian, Modesto Junior College, Modesto, California.

Boughter, Mrs. Vivian (Reynolds), librarian, West Virginia State College, West Liberty, West Virginia.
Stone, Elizabeth Opal, assistant director of libraries, Southern Illinois University, Carbondale, Illinois.

Biographical Notes

DAVIDSON, Donald C. Librarian, lecturer in history, Univ. of California, Santa Barbara College, 1947-date. B.A. Univ. of British Columbia, 1933; M.A., Univ. of California, Berkeley, 1934; Ph.D., 1937; Certificate in Librarianship, 1941. Teaching assistant, history, 1935-37, Univ. of California, Berkeley; educational advisor, Henry E. Huntington Library and Art Gallery, 1937-41; librarian, professor of history, Univ. of Redlands, 1941-47. U.S. Army, 1943-46, overseas 1944-45. At present acting as consultant for the library building program, California Academy of Sciences, San Francisco. Chairman, College Library Section, ACRL, 1952-53; member ACRL Buildings Committee, 1951-53, 1954-55; member ACRL Committee on Preparation and Qualifications for Librarianship, 1950-51. Secretary, vice-chairman and chairman, College, University and Research Libraries, Southern Section, California Library Assn., 1949-53; chairman, California Library History, Bibliography and Archives Committee, California Library Assn., 1956. Member ALA (since 1941), ACRL, California Library Assn., Phi Alpha Theta. Editor, Proceedings of the 1953 Building Plans Institute, ACRL Monograph No. 10. Contributor to historical and library journals.

THORNTON, Eileen. Librarian, Vassar College, Poughkeepsie, N.Y., 1945-date. B.S., Univ. of Minnesota, 1931; A.M., Univ. of Chicago (Graduate Library School), 1945; about two years of graduate study, mainly at Minnesota, in English, French, education. General assistant, public library, Hibbing, Minn., 1931-32; general assistant, St. Louis County Poor Commission, Hibbing, Minn., 1932-33; circulation assistant, Univ. of Minnesota Library, Minneapolis, 1933-36; in charge of graduate seminars, Univ. of Minnesota Library, 1936-38; librarian, High School Library, West Waterloo, Ia., 1938-39; librarian, State Teachers College, Bemidji, Minn., 1940-42; college librarian and administrative assistant to university librarian, Univ. of Chicago Library, 1942-45; summer, 1949, directed Workshop on College Libraries, Columbia Univ. School of Library Service; taught two courses for seven weeks, Western Reserve Univ., School of Library Science, summer 1953; college library consultant, New York State Education Department, Division of Higher Education, Albany, Jan.-June, 1955; participant in several library surveys and studies. Contributor to professional periodicals. Miscellaneous minor publications. In process: a book on college novels. Member, visitation teams, Middle States Assn., various years, New York Library Assn. and various other professional and cultural groups. Life member, ALA; at present, vice-president and president-elect of New York Library Assn. Chairman, college subcommittee, Regents' Committee on the Integration of College and University Library Resources.

COOK, Mrs. Mary Manning. Reference librarian and lecturer in bibliography, Mills College, Oakland, Calif., 1945-date. A.B., Wellesley College, 1930; M.A., Mills College, 1939; certificate, Univ. of California, 1945. Subprofessional assistant in LC catalog division, 1931-33 and 1936-37; art librarian and lecturer in art history, Mills College, 1941-42; general assistant, 1942-44; lecturer in bibliography, 1951. Member ALA and California Library Assn.

JANEWAY, Ray Curtis. Librarian, Texas Technological College, Lubbock, Texas, 1949-date. A.B., Univ. of Kansas, 1938; B.S. in L.S., 1941; M.S., 1944, Univ. of Illinois. Contributor to professional periodicals. Biology librarian, Univ. of Kansas, 1938-40; library assistant, 1941-42; superintendent of stacks, 1942-44, Univ. of Illinois; librarian, Bradley Univ., 1944-46; assistant director of libraries, Univ. of Kansas, 1946-49. Member ALA, SWLA, Texas Library Assn. Building consultant, Lubbock, Texas.

BRUBAKER, H. A. Librarian, Lawrence College, Appleton, Wis., 1947-date. A.B., Univ. of Michigan, 1930; graduate work in English, 1930-31; engaged in paper manufacturing, 1933-42; U.S. Army, 1942-45; A.M.L.S., Univ. of Michigan, 1947. Taught in the Univ. of Michigan Library School, summers, 1947, 1949, 1951, 1952.

THOMAS, Brother Alexander F., F.S.C.H. Librarian, Iona College, New Rochelle, N.Y., 1945-date. A.B., St. Mary's College, Halifax, N.S., 1935; M.A., Gonzaga Univ., Spokane, Wash., 1942; B.S. in L.S., Columbia Univ., 1944. Taught at All Hallows High School, New York, 1935-37; Central High School, Butte, Mont., 1937-41; Leo High School, Chicago, 1941-42. Catholic Library Assn. CPI Committee, 1949-52, Resolutions Committee (National Conference), 1953 and 1954. Member, executive committee, Metropolitan Catholic College Librarians unit, 1953; vice-chairman, 1954-56; chairman-elect, 1956-58; Board of directors of Westchester Library Assn., member ALA, ACRL, American Catholic Renaissance Society. Contributor to literary periodicals.

DANIELS, Marietta. Associate librarian, Columbus Memorial Library, Pan American Union, Washington, D.C. B.A., Univ. of Kansas, 1933 (Spanish); M.A., Washington Univ., St. Louis, 1945 (Romance languages); B.S. in L.S. Columbia Univ., 1943. Assistant, order department, Kansas City Public Library, 1934-38; chief of circulation, Washington Univ. Library, St. Louis, 1938-43; director of library and professor of school library science, Normal School, Santiago, Panama, 1943-46; special assistant to Librarian of Congress, 1946-48; consultant on reorganization of library, Sociedad Económica de Amigos del País, Havana, 1948. Professor of library science, Quito, Ecuador, summer 1944; professor of library science, University of Panama, summers 1949, 1950; consultant to Inter-American Institute of Agricultural Sciences, Turrialba, Costa Rica, 1950; consultant to Inter-American Housing Center, Bogota, Colombia, 1951-date; secretary-general, Reunión Técnica de Bibliotecarios Agricolas, Turrialba, C.R., 1953; teacher, graduate school, U.S. Department of Agriculture, 1950-52; consultant, Civil Service Commission, Philadelphia, 1953-54; asst. doc. off., Tenth Inter-American Conference, Caracas, Venezuela, 1954,

and Meeting of Ministers of Finance, Rio de Janeiro, 1954. Attended various international conferences of librarians. Publications: *La Biblioteca Publica en America*, 1951; *Guia de Escuelas y Cursos de Biblioteconomia en América Latina* (with C. V. Penna), 1951; *Bibliografias Infantiles y Escolares*, 1955; *International Exchange of Publications*, 1954-55. Contributions to professional and other journals and to encyclopedias. Awards: Sociedad Colombista Panamericana in Havana, 1948; Letter award, 1954. Member ALA (member of Awards Board 1953-date); SLA; District of Columbia Library Assn., chairman, Mobile Library Project, Pan American Liaison Committee of Women's Organizations.

NICHOLSON, Natalie Neill. Reference librarian, Massachusetts Institute of Technology, 1954-date. B.S., Simmons College, School of Library Science, 1932. Assistant, Kirstein Business Branch, Boston Public Library, 1932-37; librarian, Graduate School of Engineering and Applied Science, Harvard Univ., 1937-54. Member ALA, American Society for Engineering (member of Committee on Engineering School Libraries Section, 1954-55); SLA, (Boston chapter: editor of the *Bulletin*, 1945-47; president, 1948-49; chairman, S.T. group, 1955-56.)

SKIDMORE, Lottie. Junior College Librarian, Joliet Township High School and Junior College, 1946-date. A.B., Ottawa Univ., Ottawa, Kan., 1927; B.S. in L.S., Univ. of Illinois, 1940; M.S. in L.S., Univ. of Illinois, 1946. Elementary teacher, Mascouta, Ill., 1929-32; high school teacher-librarian, Kilbourne, Ill., 1932-37; Ashland, Ill., 1937-38; high school librarian, Rantoul, Ill., 1940-41; Kankakee, Ill., 1941-46. Instructor in library science, Texas State College for Women, Denton, Texas, summer 1949. Held following offices in Junior Colleges section of ACRL: regional chairman, 1948-49; secretary, 1949-50; vice-chairman, 1952-53; chairman, 1953-54. Member IEA, NEA, ILA, ALA, AAUW, B&PW, and Delta Kappa Gamma.

PIERCE, Helen Frances. Librarian, Modesto Junior College, Modesto, Calif., 1931-date. A.B., Cornell College, Mt. Vernon, Iowa; B.S. in L.S., Univ. of Illinois; M.A. (in librarianship), Univ. of California; high school library experience in Des Moines and Denver. ALA fellow (Carnegie funds), 1937-38, at the Univ. of Chicago (Graduate Library School). Author, *Graduate Study in Librarianship in the United States*, ALA, 1941. Member AAUW, Delta Kappa Gamma, Soroptimists, League of Women Voters, American Civil Liberties Union.

BOUGHTER, Mrs. Vivian (Reynolds). Librarian, West Virginia State College, West Liberty. A.B., West Virginia Univ., 1921; A.M., 1928; A.M., Illinois Library School, 1924-25; M.S., Columbia School of Library Service, 1936. Attended Columbia Univ. 1954-55. Assistant West Virginia Univ. librarian, 1920-24; general assistant Kansas State Agricultural College librarian, 1925-27; librarian, West Virginia State Teachers College, Fairmont, 1927-33; librarian, Forest Park High School, Baltimore, 1935-37; associate professor, library of science, Tennessee Univ., 1937-43. Member ALA, West Virginia Library Assn. (secretary, 1929; president, 1931; treasurer, 1947-49; chairman, College Sect., 1955) NEA, W. Va. Education Assn. (chairman, College Library Sect. 1952), AAUP, Phi Beta Kappa.

STONE, Elizabeth Opal. Assistant director of libraries in charge of public services, Southern Illinois Univ., 1949-date. B.S., Northwest Missouri State College, 1926; B.S. in L.S., Univ. of Illinois, 1929; M.S. in L.S., Univ. of Illinois, 1938; further graduate work at Univ. of Illinois Library School toward the doctorate. Assistant librarian, Southern Illinois Univ., 1929-36; assistant professor of library science, Univ. of Southern California School of Library Science, 1936-42; librarian, Univ. of Dubuque, 1943-46; assistant librarian, Southern Illinois Univ., 1946-47, and acting director of libraries, 1947-49. Member ALA, ACRL, Illinois Library Assn., Beta Phi Mu, American Assn. of Univ. Professors, Delta Kappa Gamma, P.E.O. Contributor of articles to COLLEGE AND RESEARCH LIBRARIES, *Library Journal*, *Illinois Libraries*, *Bulletin of Bibliography*, and *School and Society*.

New Courses and Lecture Series

Two detailed courses in specialized phases of documentation are being offered this spring as part of the expanding program of the School of Library Science at Western Reserve University, Cleveland. Now offered for the first time in any library school will be classes in Machine Literature Searching and Language Engineering. According to Dr. Jesse H. Shera, dean of the WRU School of Library Science, both new courses are tailor-made for research and special library personnel concerned with handling the increasing volume of recorded information of potential value to their specific organizations. Course instructors will be James W. Perry and Allen Kent, director and associate director, respectively, of Western Reserve's Center for Documentation and Communication Research.

Carleton College has initiated a series of library dedication lectures as part of the program that will culminate with the formal dedication of the new library building on May 19. A committee under the chairmanship of James H. Richards, Jr., librarian, has invited ten eminent scholars to present papers on their special fields of interest throughout the spring.

A—V Clearing House

(Continued from page 173)

Shaftesbury Avenue, London, W.C.2, prepares *Scientific Film Review*, which is published by the British Film Institute, same address, as a quarterly supplement to the Institute's *Monthly Film Bulletin*. Annual subscription for the *Review* is 5s.

Films on the Sciences contains details of 186 films and "incorporates the special recommendations of the Scientific Film Association and the film libraries of the British Universities Film Council and the Physiological Society." Copies are 1s. 3d. each and may be obtained from Science Catalogue, British Film Institute, at the address given above.

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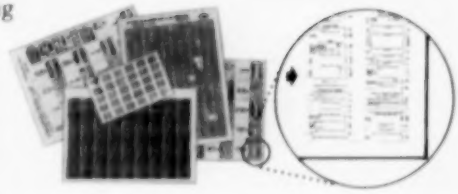

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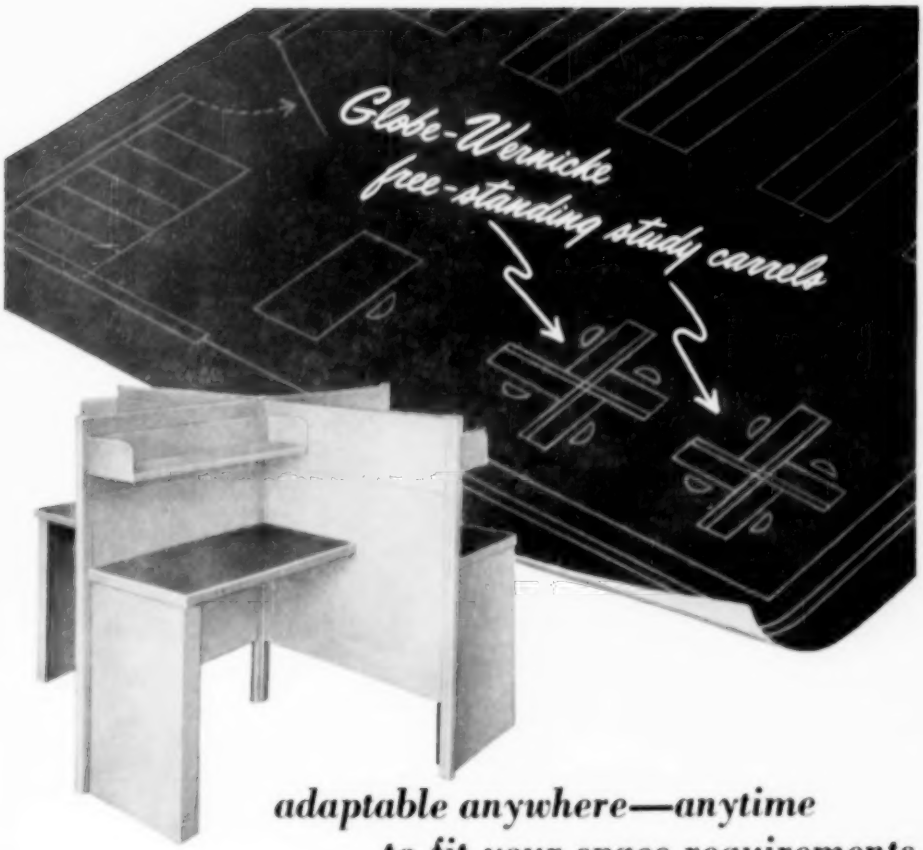

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